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SOCIAL STUDIES 30

LEARNING FACILITATOR'S MANUAL

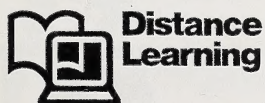


**Distance
Learning**

Alberta
EDUCATION

Social Studies 30

LEARNING FACILITATOR'S MANUAL



NOTE: This Social Studies 30 Learning Facilitator's Manual contains answers to teacher-assessed assignments and the final test; therefore, it should be kept secure by the teacher. Students should not have access to these assignments or the final test until they are assigned in a supervised situation. The answers should be stored securely by the teacher at all times.

This document is intended for	
Students	
Teachers (Social Studies 30)	✓
Administrators	
Parents	
General Public	
Other	

Social Studies 30
Learning Facilitator's Manual
Modules 1-8
Alberta Distance Learning Centre
ISBN 0-7741-1078-3

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Teachers

Register with the Alberta Distance Learning Centre

The Alberta Distance Learning Centre is dedicated to upgrading and continually improving your Learning Facilitator's Manual so that it accurately reflects any necessary revisions we have had to make in the student module booklets, assignment booklets, or the sample final test. The types of revisions that will be made are those that make the course more accurate, current, or more effective.

The ADLC will send you the **latest enhancements or minor upgrades** for your Learning Facilitator's Manual if you return the following registration card to: Alberta Distance Learning Centre, Box 4000, Barrhead, Alberta, T0G 2P0, Attention: Instructional Design and Development.

✂

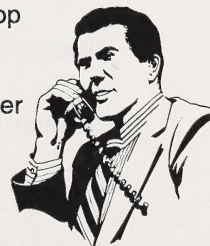
ADLC Learning Facilitator's Manual Registration Card	
First Name _____	Surname _____
School Name _____	School Phone Number _____
School Address _____	
City _____	Postal Code _____
Course Title _____	Approximate Date of Purchase _____

✂



You can help ensure that distance learning courseware is of top quality by letting us know of areas that need to be adjusted. Call the Alberta Distance Learning Centre free of charge by using the RITE line and ask for the Editing Unit. Also, a teacher questionnaire has been included at the back of most Learning Facilitator's Manuals. Please take a moment to fill this out.

We look forward to hearing from you!



Contents

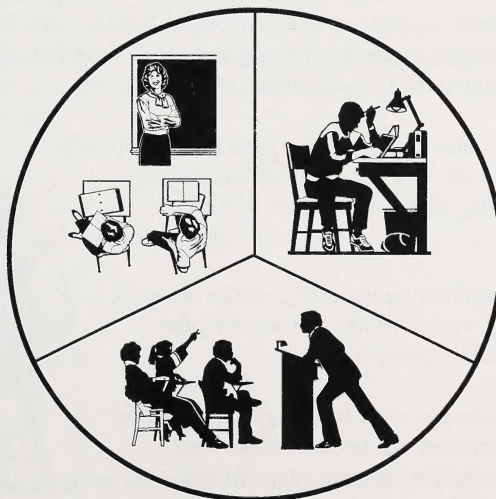
Introduction	1
Overview of the Program of Studies	3
Overview of Social Studies 30	4
Structure of the Learning Package	5
Using This Learning Package in the Classroom	8
Evaluation	12
Introducing Students to the System	15
Module 1	17
Module 2	21
Module 3	24
Module 4	30
Module 5	35
Module 6	40
Module 7	47
Module 8	53
Answer Key to the Final Test	62
Student's Copy of Final Test	
Teacher Questionnaire	

Introduction

A survey of these course materials will confirm that this new learning package has been specially designed for many kinds of teachers working in a variety of situations.

Which Category Do You Fit?

- ☐ Small Schools Teacher
 - ☐ inexperienced
 - ☐ experienced, but in other subject areas
 - ☐ experienced in teaching Social Studies, but wanting to try a different approach
- ☐ Distance Learning Teacher
 - ☐ travelling to schools within the jurisdiction
 - ☐ using facsimile and teleconferences to teach students within the area
- ☐ Larger Schools Teacher
 - ☐ inexperienced
 - ☐ experienced in teaching Social Studies, but wanting to try a different approach



Because these materials have been created by experienced classroom teachers and distance learning specialists, they have many advantages for students and teachers regardless of their situations.

Advantages for Students

- incorporates a strong learner-centred philosophy
- promotes such qualities in the learner as autonomy, independence, and flexibility
- is developed through media which suit the needs and circumstances of the learner
- reflects the experiential background of Alberta students
- opens up opportunities by overcoming barriers that result from geographical location
- promotes individualized learning, allowing learners to work at their own pace

Advantages for Teachers

- allows teachers maximum teaching time and minimizes preparation time
- includes different routes through the materials to suit different learners
- incorporates a wide range of teaching strategies, in particular those using independent and individual learning
- delivers curriculum designed by education specialists that reflects the Alberta Education Program of Studies with an emphasis on Canadian content
- provides learning materials which are upwardly compatible with advanced educational technology

Does it sound like something you could use?

This Learning Facilitator's Manual begins with an overview of the current Alberta Education Program of Studies for Social Studies. This summary is included for inexperienced teachers or those teachers who have found themselves teaching Social Studies when their training is in other subject areas. This brief summary is not meant to replace the Alberta Education Program of Studies, but rather to help teachers confirm the highlights of the program.

Other parts of this introduction have also been included to help teachers become familiar with this new learning package and determine how they might want to use it in their classroom.

Beyond the introduction the guide itself contains answers, models, explanations, and other tips generated by the teachers who authored this course.

The module booklets, assignment booklets, and LFMs are the products of experienced classroom teachers and distance learning specialists. It is the hope of these teachers that their experience can be shared with those who want to take advantage of it.



Overview of the Program of Studies

Rationale and Philosophy

“The aim of education is to develop the knowledge, the skills and the positive attitudes of individuals, so that they will be self-confident, capable and committed to setting goals, making informed choices and acting in ways that will improve their own lives and the life of their community.”

Secondary Education in Alberta (June 1985)

Social Studies assists students to acquire the basic knowledge, skills and positive attitudes needed to be responsible citizens and contributing members of society. The content of Social Studies draws upon history, geography, economics, other social sciences, the behavioural sciences and humanities. The content serves as the context in which important skills and attitudes are developed.

- Students will need to be practised at using a variety of skills and strategies.
- Students will need to be able to acquire knowledge, to interpret and communicate information, and to solve problems and make decisions.

Goals and Objectives

Ultimate Goal: Responsible Citizenship

Basic Goal: Development of Critical Thinking

The responsible citizen uses the knowledge, skills and attitudes acquired in the school, the family, and the community.

Knowledge Objectives

These objectives take into account the history of our community, the nature of democratic society, an understanding of the nature of man, and an understanding of our social, political, technological, and economic environment.

Skills Objective

These skills are grouped into three groups:

- Process skills
- Participation skills
- Communication skills

Attitude Objectives

These attitude objectives describe a way of thinking, feeling, or acting and are developed through a variety of learning experiences that encompass knowledge and skill objectives.

Overview of Social Studies 30

Social Studies 30 is a study of the contemporary world based on two themes: political and economic systems; and global interaction among nations. The twentieth century has been dominated by interactions among nations. These nations are organized into different political and economic systems. Students are to critically examine the underlying theories and principles of these systems to see how these change when they are put into practice. In the twentieth century, nations have used a variety of means to protect, sustain and enhance their national interests. Interaction among nations has increased global interdependence. World peace and security depend on limiting confrontations and increasing cooperation and understanding.

The Social Studies 30 course covers the two topics outline in the Program of Studies. These are

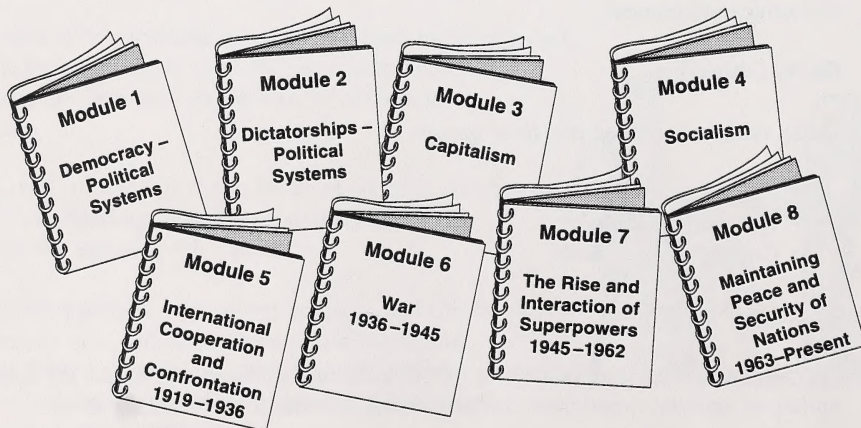
Topic A: Political and Economic Systems

Topic A deals with the study of the political and economic systems of several nations. In order to understand the contemporary world, students need to learn that all nations have a particular political and economic system which is based upon one of the four basic ideologies: capitalism, socialism, communism, or fascism. While two nations may embrace the same ideology, their specific political and economic systems can be quite different.

Topic B: Global Interaction in the Twentieth Century

The focus of study for Topic B, global interaction, is on confrontation and cooperation. The basic question is how to ensure a just peace in a highly interdependent world. A study of the history of the twentieth century since World War I sets the stage for understanding the problems and prospects for peace in our day. The collapse of communism in Eastern Europe and the end of the Cold War with the collapse of communism in Eastern Europe and the end of the Cold War with the collapse of the Soviet Union has eased tensions and created new hope. New concerns regarding world peace arise over who controls the stockpiled nuclear weapons and from growing religious, ethnic, and political fragmentation occurring within various countries of the world.

There are eight modules in the Social Studies 30 course—four for each topic. The four modules on each topic should be done in sequence since the last module for each set deals with the whole topic. The module titles are as follows:

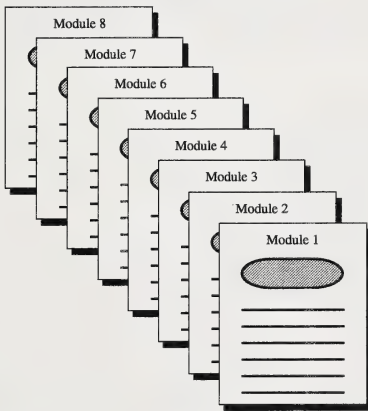


Structure of the Learning Package

Basic Design

This new learning package involves many other components in addition to the Learning Facilitator's Manual.

Modules



The print components involve many booklets called modules. These modules contain guided activities that instruct students in a relevant, realistic setting.

The modules have been specially designed to promote such qualities in the learner as autonomy, independence, and flexibility. Writers have incorporated such teaching strategies as working from the concrete to the abstract, linking the old to the new, getting students actively involved, and using advance, intermediate, and post organizers. Many other techniques enable learners to learn on their own for at least some of the time.

The structure of the module booklets follows a systematic design. Each module begins with a detailed table of contents which shows the students all the main steps. It acts as an organizer for students. The overview introduces the module topic or theme. A graphic representation has been included to help visual learners and poor readers. The introduction also states the weightings of each assignment.

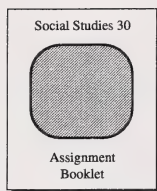
The body of the module is made up of two or more closely related sections. Each section contains student activities that develop skills and knowledge centred around a theme.

The activities may involve print, audio, video, computer, or laser videodisc formats. At times the student and the learning facilitator are allowed to choose the activity that best suits the student's needs and interests. Other activities such as the Extra Help and Enrichment are optional pathways. This flexibility caters to each student's personal situation.

The summary focuses on the skills and strategies that the student has learned.

Contents
Overview Evaluation
Section 1 Activity 1 Activity 2 etc.
Section 2 Activity 1 Activity 2 etc.
Section 3 Activity 1 Activity 2 etc.
Section 4 Activity 1 Activity 2 etc.
Module Summary

Assignment Booklet



Accompanying each module is an assignment booklet. The activities in these booklets can be used for formative and for summative assessments. The students should complete these assignment booklets when they have thoroughly reviewed the module materials. The assignment booklets have been designed for classroom use, or for mailing. **If the booklets are not being mailed, you should remove the outside cover.**

Media



VIDEOCASSETTE



AUDIOCASSETTE



PRINT ALTERNATIVE

The package also includes references to media. Some types of media such as computer disks and laser videodiscs are optional choices for students; however, there are activities that require students to view certain videos. These mandatory videos are listed on the following page. It is important that you acquire these videos as you are planning the course. In addition to the mandatory videos, optional videos have been mentioned at various points in the modules. A list of the optional videos is also included on the following page. More information about the videos can be found within the LFM.

Materials, Media, and Equipment

Mandatory Components

Equipment (Hardware)	Media	Materials
<ul style="list-style-type: none">• audiocassette player	<ul style="list-style-type: none">• prepared audiocassettes (come with learning package)<ul style="list-style-type: none">– <i>Keynes on Trial</i>– <i>Cooperation and Conflict Among Nations</i>	<ul style="list-style-type: none">• LFM for Social Studies 30• one complete set of module booklets (8) and assignment booklets (8) for each student• There is a final test.

Videocassettes used in the course may be available from the Learning Resources Distributing Centre or ACCESS Network. You may also wish to call your regional library service for more information.

Optional Components

Equipment (Hardware)	Media	Materials
<ul style="list-style-type: none"> • VCR 	<ul style="list-style-type: none"> • videocassettes <p><i>Roosevelt and the New Deal</i> <i>Boom and the Bust</i> <i>If You Love This Planet</i> <i>Cold War Confrontations</i> <i>Israel and the Arab States</i> <i>Cold War: The Cuban Crisis</i> <i>Blitzkreiz to the Bomb</i> <i>Master Race</i> <i>What is Capitalism?</i> <i>The Ideas of Karl Marx</i> <i>What is Socialism?</i> <i>The Red Tsar</i> <i>Stalin and the Modernization of Russia</i> <i>One Man's Revolution – Mao Tse-tung</i> <i>The Swedish Solution</i> <i>China Since Mao</i> <i>From Marx to MasterCharge</i></p>	

Using This Learning Package in the Classroom

Conventional Classroom

Whether your classroom has desks in rows or tables in small groups, you may be most comfortable with a learning system that you can use with all your students in a paced style. In other words, you may want a package that will suit all of your students, so they can move through the materials as one group or several small groups. Because these materials contain different routes or pathways within each module, they can address various learning styles and preferences. The materials also include many choices within the activities to cater to different thinking levels and ability levels. Because of their versatility and flexibility, these materials can easily suit a conventional classroom.

Open-Learning Classroom

Open learning is the concept of opening up opportunities by overcoming barriers of time, pace, and place by giving the learners a package specially designed to enable them to learn on their own for at least some of the time.

Such a concept is not new. Many teachers can recite attempts to establish an individualized learning system as they recognized the importance of trying to personalize courseware to meet each individual student's needs. But these efforts often failed due to lack of time and lack of quality materials that conformed to Alberta specifications.

Due to advanced educational technology and improved Alberta-specific learning packages, a student-centred approach is now possible. Improved technology now allows us to provide support to learners individually, regardless of their pace or location. A teacher cannot be in twenty-eight places at one time offering guidance. However, media and a well-designed learning package can satisfy individual needs. Technology can also help provide an effective management system needed to track the students as they progress independently through the materials.

The key to a successful open-learning system depends on three vital elements: a learning package specially designed to enable students to learn effectively on their own for at least some of the time; various kinds of learner support; and a management system and style that ensures that the open-learning system runs smoothly.

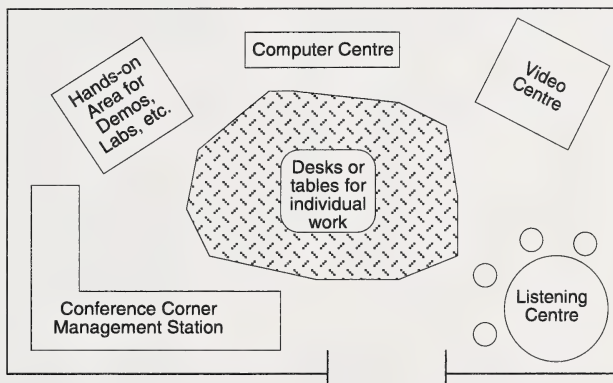
The Key to a Successful Open-Learning System



Learning Package

The specially designed learning package needed for a successful open-learning system has been developed for you. The objectives teach current Alberta specifications using strategies designed for individualized instruction. As the learning facilitator, you need to be sure to have all the components in the learning package available to students as needed.

If adequate numbers of media are available to satisfy the demand, a centre can be established for specific media.



You may not have the luxury to have enough hardware to set up a permanent video or computer centre in your classroom. In that case, students should be encouraged to plan ahead. Perhaps every three to five days they should preview their materials and project when they would need a certain piece of media. This would allow you to group students, if necessary, or reserve media as required.

Support

Support is definitely a key element for successful learning, and when you're planning an individualized, non-paced program, you need to carefully plan when and how support will be given.

The materials contain a form of consistent support by providing immediate feedback for activities included in the module booklet. High school students have solutions, models, explanations, and guides included in the appendix of every module booklet. These are included so students can receive immediate feedback to clarify and reinforce their basic understanding before they move on to higher levels of thinking.

As the learning facilitator, you may be needed to offer more personal guidance to those students having difficulty, or you may need to reinforce the need for students to do these activities carefully before attempting the assignments in the assignment booklet.

The activities include choices and pathways. If a student is having difficulty, you may need to encourage that student to work on all the choices rather than one. This would provide additional instruction and practice in a variety of ways.

Another form of support is routine contact with each individual. This might be achieved with a biweekly conference scheduled by you, or as students reach a certain point (e.g., after each section is completed), they may be directed to come to the conference area.

Special counselling may be needed to help students through difficult stages. Praise and encouragement are important motivators, particularly for those students who are not used to working independently.

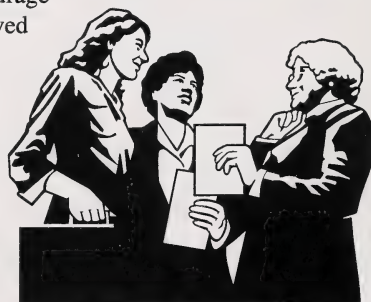
Direct teaching may be needed and scheduled at certain points in the program. This might involve small groups or a large group. It might be used to take advantage of something timely (e.g., election, eclipse, etc.), something prescheduled like the demonstration of a process, or something involving students in a hands-on, practical experience.

Support at a distance might include tutoring by phone, teleconferencing, faxing, or planned visits. These contacts are the lifeline between learners and distance education teachers, so a warm dialogue is essential.

Management

Good management of an open-learning system is essential to the success of the program. The following areas need action to ensure that the system runs smoothly:

- **Scheduling, Distributing, and Managing Resources** – As discussed earlier, this may require a need for centres or a system for students to project and reserve the necessary resources.
- **Scheduling Students** – Students and teachers should work together to establish goals, course completion timelines, and daily timelines. Although students may push to continue for long periods of time (e.g., all morning), teachers should discourage this. Concentration, retention, and motivation are improved by taking scheduled breaks.
- **Monitoring Student Progress** – You will need to record when modules are completed by each student. Your data might also include the projected date of completion if you are using a student contract approach.



Sample of a Student Progress Chart

Social Studies 30		Module 1	Module 2	Module 3	Module 4	Module 5	Module 6	Module 7	Module 8	Final Test
<i>Billy Adams</i>	P									
	A									
<i>Louise Despins</i>	P									
	A									
<i>Violet Khaissian</i>	P									
	A									
P = Projected Completion Date A = Actual Completion Date										

The student could keep a personal log as well. Such tracking of data could be stored easily on a computer.

- Recording Student Assessments – You will need to record the marks awarded to each student for work completed in each module assignment booklet. The marks from these assignment booklets will contribute to a portion of the student's final mark. Other criteria may also be added (a special project, effort, attitude, etc.). Whatever the criteria, they should be made clear to all students at the beginning.

Sample of a Student Assessment Chart

Social Studies 30	Module 1	Module 2	Module 3	Module 4	Module 5	Module 6	Module 7	Module 8	Year's Average	Final Test	Final Mark
<i>Billy Adams</i>	67	65	54	47	78	67	72	57	63		
<i>Louise Despins</i>	43	50	54	55	48	42	52	45	49		
<i>Violet Khaissian</i>	65	65	66	68	67	70	68	69	67		

Letter grading could easily be substituted.

- Recording Effectiveness of System – Keep ongoing records of how the system is working. This will help you in future planning.

Sample of a System Assessment Chart

Module 1			
Date	Module Booklet	Assignment Booklet	Resources/Media

The Role of the Teacher in an Open-Learning Classroom

The teachers in a conventional classroom spend a lot of time talking to large groups of learners. The situation in open learning requires a different emphasis. Teachers will probably meet learners individually or in very small groups.

With this approach it is necessary to move beyond the idea of a passive learner depending largely on a continually supportive teacher. The teacher must aim to build the student's confidence, to stimulate the learner into self-reliance, and to guide the learner to take advantage of routes that are most meaningful and applicable to the learner.

These materials are student-centred, not teacher-centred. The teacher needs to facilitate learning by providing general support to the learner.

Evaluation

Evaluation is important to the development of every learner. Data gathering and processing, and decision making, at the student and teacher level, serve as means of identifying strengths and weaknesses.

These specially designed learning packages contain many kinds of informal and formal evaluation.

Observation

In the classroom the teacher has the opportunity to see each student perform every day and to become aware of the level and nature of each student's performance.

Observations are more useful if they are recorded in an organized system. The following list of questions is a sample of types of observations and how they can be collected.

Observation Checklist

	B. Adams	L. Despina	V. Klaissian	H. Smith	K. Dalley
1. Does the student approach the work in a positive manner?					
2. Is the student struggling with the reading level?					
3. Does the student make good use of time?					
4. Does the student apply an appropriate study method?					
5. Can the student use references effectively, etc.?					

Observation may suggest a need for an individual interview with a student.

Individual Conferences

Individual conferences may be paced (scheduled) by the calendar, at certain points in the module, or they may be set up only as needed or requested.

During these conferences teachers can determine the student's progress and can assess the student's attitudes toward the subject, the program, school, and self, as well as the student's relationship with other students. With guided questions the teacher can encourage oral self-assessment; the student can discuss personal strengths or weaknesses in regard to the particular section, module, or subject area.

Self-Appraisal

Self-appraisal helps students recognize their own strengths and weaknesses. Through activities that require self-assessment, students also gain immediate feedback and clarification at early stages in the learning process. Teachers need to promote a responsible attitude toward these self-assessment activities. Becoming effective self-assessors is a crucial part of becoming autonomous learners. By instructing, motivating, providing positive reinforcement, and systematically supervising, the learning facilitator will help students develop a positive attitude toward their own progress.

For variation, students may be paired and peer-assessing may become part of the system. The teacher may decide to have the student self-assess some of the activities, have a peer assess other activities, and become directly involved in assessing the remainder of the activities.

When the activities have been assessed, the student should be directed to make corrections. This should be made clear to students right from the start. It is important to note the correct association between the question and the response to clarify understanding, aid retention, and be of use for study purposes.

Many of the activities include choices for the student. If the student is having difficulty, more practice may be warranted, and the student may need to be encouraged to do more of the choices.

Each section within a module includes additional types of activities called Extra Help and Enrichment. Students are expected to be involved in the decision as to which pathway best suits their needs. They may decide to do both.

Self-appraisal techniques can also be introduced at the individual conferences. Such questions as the following might be included:

- What steps are you taking to improve your understanding of this topic?
- What method of study do you use most?
- How do you organize your material to remember it?
- What steps do you follow when doing an assignment?
- What could you do to become an even better reader?
- Do you have trouble following directions?
- Did you enjoy this module?

A chart or checklist could be used for recording responses.

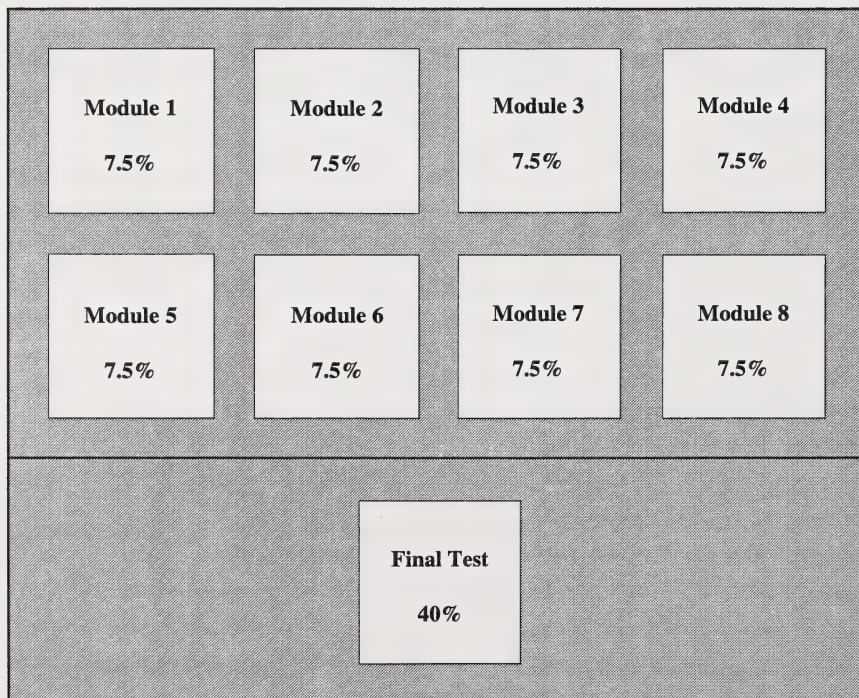
Informal Evaluation: Assignments

Informal evaluation, such as the assignments included in each module, are an invaluable aid to the teacher. They offer ongoing assessment information about the student's achievement and the behaviour and attitudes that affect that achievement.

Each module contains a separate booklet called the Assignment Booklet. This booklet assesses the knowledge or skills that the student has gained from the module. **The student's mark for the module may be based solely on the outcome of learning evident in the assignment booklet; however, you may decide to establish a value for other variables such as attitude or effort.** It is important that you establish at the beginning which outcomes will be evaluated, and that all students clearly understand what is expected.

Final Test

All LFMs include a formal final test which can be photocopied for each member of the class. The test, closely linked to the learning outcomes stated in the module booklets, gives the teacher precise information concerning what each student can or cannot do. Answers, explanations, and marking guides are also included. The value of the final test and each module is the decision of the classroom teacher. Following is a suggestion only.



Introducing Students to the System

Your initiation to these learning materials began with a basic survey of what was included and how the components varied. This same process should be used with the class. After the materials have been explored, a discussion might include the advantages and the disadvantages of learning independently or in small groups. The roles of the students and teacher should be analysed. The necessary progress checks and rules need to be addressed. Your introduction should motivate students and build a responsible attitude toward learning autonomously.

Skill Level

It is important for students to understand that there are certain skills that they will need in order to deal successfully with the course materials. They are listed below:

- understanding and using instructional materials (table of contents, index, list of illustrations, appendices, bibliography, and glossary)
- interpreting maps, graphs, and charts
- using reference materials
- logically defending a position on an issue or a problem
- developing respect for the rights and opinions of others

Other general skills are using reliable study methods, outlining, and learning to read at a flexible rate.

To decide the level and amount of instruction needed to accommodate the varied levels among students, you may wish to prepare and administer skill inventories or pretests. If most students need help with a particular skill, you may want to plan a total class instructional session. If only certain students lack a skill, you may want to set up a temporary skill group to help students who need it, or you may want to develop a skills file for this purpose.

Reading Level

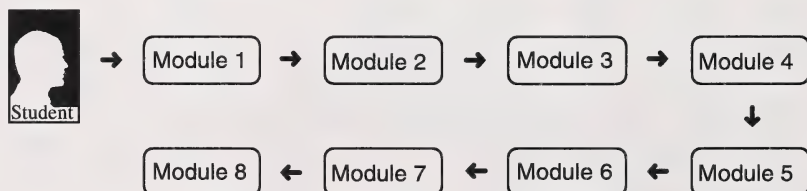
These course materials are largely print based, but poorer readers need not be discouraged. It is important that you assure the students that these materials have been designed for easy reading. The authors have employed special strategies that lower and control the reading level. Some of them are

- the conscious selection of vocabulary and careful structuring of sentences to keep the materials at an independent reading level
- the integration of activities, examples, and illustrations to break text into appropriate-sized chunks
- the inclusion of many kinds of organizers (advance, graphic, intermediate, concept mapping, post organizers) to help give students a structure for incorporating new concepts

- the recognition that vocabulary and concepts are basic to understanding content materials and, thus, must be handled systematically (defined in context, marginal notes, footnotes, and often in a specialized glossary)
- the acknowledgement that background knowledge and experience play a vital role in comprehension
- the systematic inclusion of illustrations and videos to help poorer readers and visual learners, and audiocassettes and software as an alternative to print-based learning
- a variety of formats (paragraphs, lists, charts, etc.) to help poorer readers who do not absorb or retain main ideas easily in paragraph format
- the inclusion of media and activity choices to encourage an active rather than passive approach
- instruction in a meaningful setting rather than in a contrived, workbook style
- using purposeful reading, viewing, and doing to produce better interpretation of the course materials
- the recognition that students need structured experiences when reading, viewing, or listening to instructional materials: developing pupil readiness, determining the purpose, providing guided instruction and feedback, rereading if necessary, and extending (This structure closely resembles the reading process.)

To help make the learning package more readable, you can begin your module preparation by reading (viewing, listening to) all the related materials that are going to be used. You need a solid background in order to assess and develop a background knowledge for students. The students' experiential bases may be assessed through brainstorming sessions concerning the topic, or by using visuals and guided questions to predict what the topic might be about.

Because this course is constructed in such a way that later modules build upon earlier ones and assume that students are familiar with concepts discussed in those modules, it is recommended that you begin with Module 1 and continue working on the remaining modules in consecutive order.

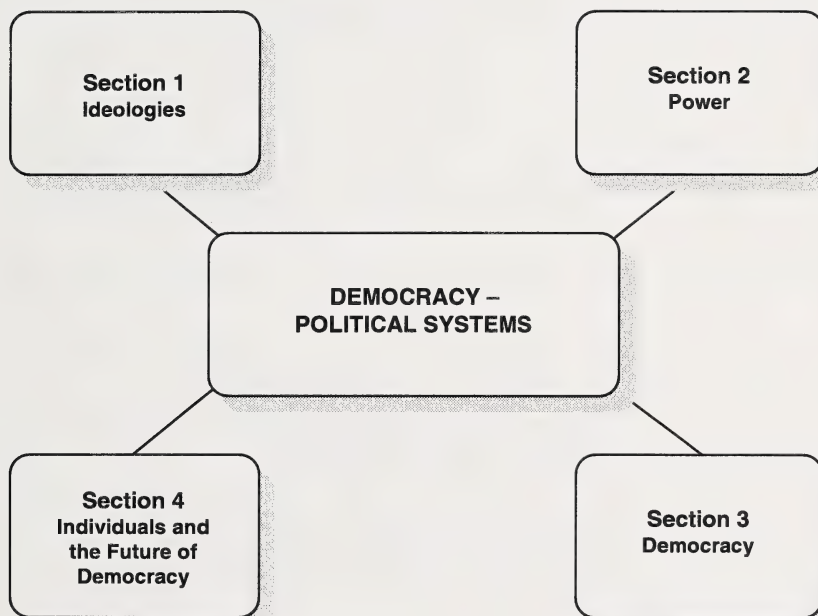


Module 1: Democracy – Political Systems

Overview

The first module in Social Studies 30 serves two purposes. First, it provides students with a working idea about ideology and political and economic systems. In addition, it provides an organizational model based on ideology to assist students to structure information concerning the political and economic systems they will cover in this and succeeding modules.

Second, it introduces and examines the first political system to be studied – democracy. The theoretical background of democracy is explored and the principal application of democratic principles is compared in Canada and the United States.



Evaluation

The evaluation of this module will be based on four assignments:

Section 2 Assignment	30 marks
Section 3 Assignment	40 marks
Section 4 Assignment	20 marks
Final Module Assignment	10 marks
TOTAL	100 marks

Section 1: Ideologies

Key Concepts

- ideology
- political systems
- economic systems

This section develops an understanding of ideology as a concept and as an explanation or justification for people supporting a specific political and/or economic system.

It is important in this section to distinguish between political systems and economic systems. Students need to be aware that socialism, for example, may be combined with either a democratic or a dictatorial political system with very different results.

The grid approach provides students with a way of analysing political and economic systems on a basic level that later modules will build upon.

Students are introduced in a simple manner with the concepts of left, right, and centre. Collectivism and individualism are briefly discussed.

Section 2: Power

Key Concepts

- power
- liberalism
- conservatism
- branches of government

This section builds on the introduction to ideology distinguishing between liberalism and conservatism which is tied back to the concepts of left, right, and centre. Power is linked to the constitution and the concept of rule of law.

Centralization and decentralization of power provide a basis for comparing the exercise of power in democracies and dictatorships.

Dissent and civil disobedience are introduced through the student assignment booklets. These important ideas form the basis for further work in this module and in Module 2 as well.

Section 2 Assignment (30 marks)

1. Answers will vary. There are three basic positions:

- Civil disobedience is never justified.
- Non-violent civil disobedience is justified.
- Even violent civil disobedience is justified.

Students should argue their position on the basis of their beliefs about the role of government, the nature of democracy, and the use of violence against government in terms of the degree of corruption or “wrongness” of that government. Contemporary and historical examples are a plus.

2. Violence here should be discussed in terms of these aspects:

- its role in dissent or civil disobedience
- its role in protecting democratic ideas from external or internal enemies or threats

Examples are used here as well. Arguments should have a factual, logical basis rather than merely emotive.

The article “By Popular Demand” provides a starting point for students.

Section 3: Democracy

Key Concepts

- democracy
- federalism
- parliamentary system
- presidential system

This is a very heavy section. It shifts from the theory of democracy to its practical aspects by providing a study of democracy in Canada and the United States.

The case study material focuses on the types of democratic systems:

- direct/representative
- parliamentary
- federal/unitary
- presidential

It is important to highlight the distinction between parliamentary and presidential systems because it accounts for the major differences – theoretical and practical – between Canadian and American democracy.

The case studies also examine the most significant characteristics and features of the Canadian and American systems:

- majority rule
- citizenship participation
- accountability of government to people
- minority rights
- guarantee of individual rights and freedoms
- opposition
- limits on dissent
- provision for changes to the system

The structures of the Canadian and American systems are explored through the formal aspects of the political system:

- executive
- judicial
- legislative

Again, special note should be taken of the executive branch because of its domination of the political system and because it is the focus for the differences between parliamentary and presidential systems.

The informal (but no less important) processes are also examined:

- political parties
- voters
- system of representation
- interest groups
- media
- dissemination of information
- limits on dissent
- role of military, police, civil service

Throughout the case studies it is apparent that gaps, sometimes wide gaps, have evolved between democratic theories and practices. These should be discussed in terms of citizen responsibility to improve the political system through participation and dissent.

Teaching Suggestions

Special note should be made of the problems that arise for a parliamentary system when the system encompasses many distinct minority groups. Here, majority government may in fact become government by the largest minority with its attendant problems.

Mention can also be made of the differences between the Canadian system with its confrontational, party-line approach in the legislative branch as opposed to the American model of compromise and constituency-orientated voting patterns.

Section 3 Assignment (40 marks)

Answers will vary. Students should choose and defend their position in terms of which aspect they feel is more significant – liberal principles or those of responsible government. Their defense of position should make specific reference to the structure and function of democracy in either Canada, the United States, or both. The system can be evaluated in terms of effectiveness and desirability.

Students should make mention of both the strengths and weaknesses of the Canadian and /or American systems as it relates to their position.

Section 4: Individuals and the Future of Democracy**Key Concepts**

- individual participation
- group participation
- rights and freedoms

This section focuses on the role of the individual in terms of participation, rights, and responsibilities in a democratic political system.

This section, and the module, close by examining the evolving role of Canada's Supreme Court as it meets the ideological challenge of adapting the practice of justice and human rights in an ever-changing contemporary environment. It also draws attention to ideologically different approaches by Canada and the United States in terms of economic, minority, and political rights.

Section 4 Assignment (20 marks)

In choosing A or B, students must have a clear position and one or two logical, persuasive reasons for it.

In choosing C, student should demonstrate their understanding of the activities of interest groups or political parties.

The seriousness of the issue chosen and indications of research done or awareness level should be reflected in your evaluation.

Final Module Assignment (10 marks)

- | | | | | |
|------|------|------|------|-------|
| 1. D | 3. C | 5. C | 7. A | 9. B |
| 2. A | 4. B | 6. B | 8. C | 10. A |

Module 2: Dictatorships – Political Systems

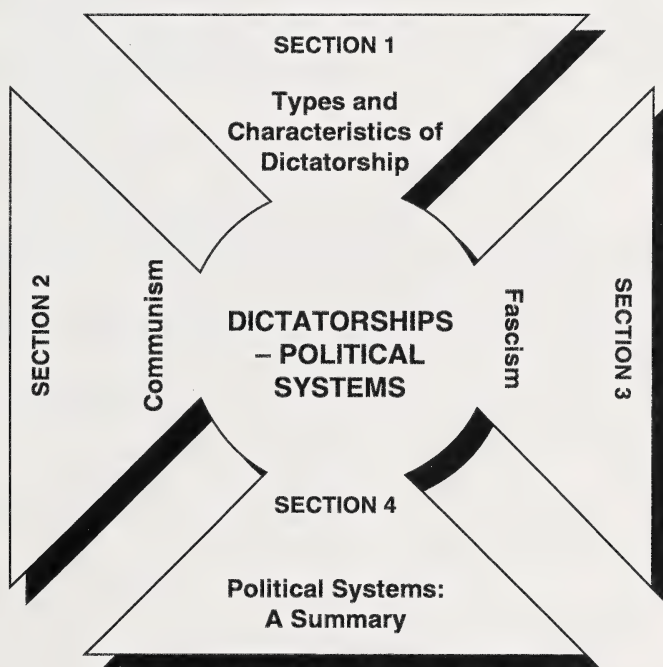
Overview

Dictatorships are a form of political organization which place unlimited political power, and the authority to govern in the hands of an elite. Students should develop an understanding of the underlying theories behind models of dictatorship and should specifically develop an understanding of the theory and practice of communism and fascism.

It is important that students see that dictatorships arise to meet certain needs. There are features of dictatorship which are effective and desirable in terms of political organization and process. Dictatorship should be seen as an organization which must be willing to adapt to changing circumstances in society. As an organization which focuses primarily on the collective goals of society (the collective good), dictatorships are increasingly pressured to meet the needs of the individual.

Throughout this module (as well as Module 1), the case of student unrest in China is interwoven with the study of political systems. This has been done to serve as a motivation device, but it is also a basis upon which to show students the relevancy of their studies.

The module is divided into four sections:



Evaluation

The evaluation of this module will be based on three assignments:

Section 2 & 3 Assignment	40 marks
Section 4 Assignment	40 marks
Final Module Assignment	20 marks
TOTAL	100 marks

Section 1: Types and Characteristics of Dictatorship

This section deals with the different types of dictatorship and examines the characteristics of dictatorship. Common to all dictatorships is the concentration of power in the decision-making hierarchy. The characteristics of dictatorship vary from system to system. The feature characteristics of totalitarianism are also examined.

Students are directed to examine the differences between communism in theory and communism in practice.

Key Concepts

- dictatorship
- totalitarianism
- autocracy
- absolutism
- oligarchy

Current information from newspapers and magazines could be used to show students that the communist systems in China and other countries are being challenged and are adapting to changing circumstances.

Section 2: Communism

This section begins by examining the theoretical basis of communism. A brief examination of historical events shows how the communist dictatorship came to power and which events influenced its development. A challenging focus for students would be to examine if the communist system in the former Soviet Union was necessary to achieve the collective goals of society or if the system was simply an authoritarian model of government attempting to maintain its hold on power.

Key Concepts

- Communism
- Marxism-Leninism

Section 3: Fascism

The rise of totalitarian government under the Nazi party in Germany is examined, as well as how the characteristic features of totalitarian dictatorship were implemented and used to maintain power.

An important focus is the relationship between the rise of fascism and the economic, political, and social climate of the period.

Students should appreciate the underlying value of obedience in an authoritarian system and the security which it offers.

Sections 2 and 3 Assignment (40 marks)

1. Students should show examples of the following:
 - terror
 - use of force
 - propaganda
 - indoctrination
 - controlled participation
 - centralization of power
 - subservience of the judiciary branch to the will of the executive
2. Students are instructed to discuss how the events in China are similar to events which occurred in Nazi Germany and the Soviet Union under Stalin.

Historical examples could include such things as the purges during the Stalinist era and the Nazi use of propaganda to distort the truth.

3. Students are asked in what way ideological beliefs and modern concerns for human rights and justice are challenging the traditional beliefs and practices of the communist government in China.

The response should centre on the idea that it is difficult for a modern state to remain isolated from the rest of the world. The struggle for democracy resulted from contact with democratic countries. China's economic need to maintain a relationship with the outside world will eventually mean the government will have to respond to such challenges.

Section 4: Political Systems: A Summary

This section attempts to focus the student's attention on the relationship between the individual, society, and government. Political systems have been studied as dynamic systems which respond to the needs of citizens and the goals of the state. Issues are raised by any such study and issues are an integral part of Social Studies.

In this section students are given a method which may be used to defend a position on an issue.

"Should governments tolerate the actions of dissident groups?" is the issue which will be the focus of the process. This issue is also used as the section assignment.

It is important that students recognize that an issue presents students with a dilemma – a choice between value positions. Choosing a position and defending it with evidence and persuasive argument is a skill demanding good research skills and logical thinking. This part of the Social Studies program is specifically evaluated in an essay format in the Diploma examination set by the Department of Education.

Key Concepts

- political systems
- political powers

Section 4 Assignment (40 marks)

The response to this issue should include the following points:

- a discussion of what the issue means
- an analysis of the beliefs and values underlying the alternative positions related to the issue
- an accurate description of one or more relevant examples from Modules 1 and 2 (The example selected must be used as evidence in support of a position.)
- a defence of a position on the issue that is based on the criteria of effectiveness and desirability

Marking suggestions:

• discussion of issue meaning/analysis of beliefs	5 marks
• description of examples	15 marks
• defence of position	15 marks
• quality of language and expression	5 marks
TOTAL	40 marks

Final Module Assignment (20 marks)

1. A	5. C	9. A	13. A	17. C
2. D	6. C	10. B	14. C	18. A
3. D	7. D	11. A	15. C	19. C
4. B	8. C	12. A	16. B	20. D

Module 3: Capitalism

Overview

Capitalism is an economic system based on certain ideas and beliefs about human nature. Its goal is to deal with the production and distribution of goods and services in society. This is, in fact, the goal of all economic systems. As students progress through the module, the importance of adaptation will emerge as a key point in Sections 4 and 5. The need for an economic system to be flexible is essential for the survival of that system. Capitalism did adapt, giving birth to the development of the mixed economy.



Evaluation

The evaluation of this module will be based on three assignments:

Section 2 Assignment	25 marks
Section 4 Assignment	30 marks
Final Module Assignment	45 marks
TOTAL	100 marks

Section 1: Introduction to Economic Systems

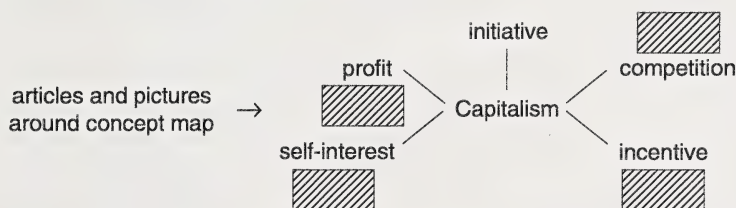
Key Concepts

- capitalism
- socialism
- scarcity
- left wing
- right wing

This section is a short introduction to economic systems, their functions, and their goals. The students should be aware of the basic differences between capitalism and socialism in terms of attitudes and beliefs. The importance of scarcity in economics in relation to resources should also be stressed. A final focus to Section 1 involves the basic three economic processes which describe how goods and services move through the market.

Teaching Suggestions

A visual display showing basic attitudes and beliefs of capitalism and socialism could be done on a bulletin board. Ask students to find examples of cooperation and equality for socialism and examples of competition and self-interest for capitalism. The students can then staple or paste their examples around a concept map like this one.



To introduce scarcity you might bring three or four doughnuts into the classroom and ask who would like them. Give them out to any three people. Have them eat the doughnuts in class. Discuss with students who did not get one how they felt. Then move onto a discussion of limited resources in the face of unlimited wants and needs.

When going through the economic processes, try to use analogies that the students can relate to. Give them examples to show the steps.

Suggested Reading for Students

Have students read Unit 3 pages 155–156 in *Ideologies* by D. Baldwin.

Section 2: The Nature of Capitalism

Key Concepts

- capitalism
- mercantilism
- social Darwinism

The focus of Section 2 is the nature of capitalism. Why did it develop? Where did it come from? What are some of the fundamental principles behind capitalism? The importance of freedom of the individual is stressed. Freedom in general must be seen as an element of capitalism. The only role for government is to ensure a peaceful competitive market.

Teaching Suggestions

You might introduce the idea of mercantilism by specifically favouring two or three students during some sort of classroom activity. Be very obvious! The other students should become upset and question you on your fairness. Discuss this with them. This can lead into your examination of mercantilism and capitalism.

There is a great deal of room for discussion in this section about competition and its value. Discuss whether or not human beings are competitive by nature. Also discuss whether or not students agree with the idea of social Darwinism.

Suggested Reading for Students

Have the students read Case Study 11 on pages 166–173 in **Ideologies** by D. Baldwin.

Section 2 Assignment (25 marks)

1. Here are points to look for in students' answers:

a. Economic Freedom

- Mercantilism was restrictive.
- There were unfair trade practices.
- Incentive was restrictive.
- There was no competition.
- People were allowed to succeed or fail.

b. Social Darwinism

- This theory maintains that the strongest survive.
- People in nature are seen as competitive.
- Under capitalism if you did not make a profit, you went bankrupt.
- The market was seen as an economic field of competition.

c. Individualism

- All people are seen as individuals with different needs and wants.
- Capitalism recognizes this more than mercantilism does.
- All people must be allowed to freely enter the market or else individualism is threatened.

2. Answers will vary. A sample answer follows.

Scarcity exists in all societies because nowhere do resources meet the wants and needs of all citizens. Here in Canada, there are many examples of unfilled wants among the populace. Even among the wealthy there are unfulfilled wants; thus scarcity exists in Canada. Examples in Canada would include teenagers saving to buy a car or a young couple trying to move from an apartment to a house.

Section 3: Capitalism and Its Other Names

Key Concepts

- | | |
|----------------------|-------------------|
| • private enterprise | • laissez-faire |
| • price system | • market system |
| • supply and demand | • free enterprise |

Section 3 focuses on the fundamental principles of capitalism. The key elements of this section are the discussion of the three basic economic questions as well as on supply and demand. After completing Section 3 the students should have sufficient understanding of capitalism to examine a case study in Section 4.

Teaching Suggestions

To introduce the idea of specialization and its implications, role playing may be used.

Materials:

- toy brick pieces
- long table

Take six students and explain to them that they are going to build an original house of their own. They will have forty-five minutes and are free to work as they choose. They are Group 1.

Take the remaining students, Group 2, and show them a picture of the house you want them to build. Show them the process involved. Each of the students will place three brick pieces onto the house until it is complete. Each student will always place the same three pieces on the house. The house is continuously passed along the table until complete. New houses are continuously being started. Keep a close watch on the speed of production to ensure a quick pace. Record the number of houses produced and the quality.

After forty-five minutes stop production. Bring both groups of students together and examine their results. Record the results on the blackboard in a chart like this one:

	Group 1	Group 2
Amount Produced		
Quality of Product		
General Comments		

The general comments are important. Ensure that points such as job satisfaction as compared to productivity are discussed. Which was more efficient, Group 1 or 2? Many connections can be made to Activities 2–6 using this role playing.

When moving through the activity on supply and demand, ensure that the students complete a number of supply/demand curves on their own. Give them supply/demand schedules and have them plot the information.

Suggested Reading for Students

Have students read Chapter 2 “Democracy and Private Enterprise” on pages 22–37 in **Political and Economic Systems**, by Powrie.

Section 4: Capitalism in Practice

Key Concepts

- the business cycle
- recession
- depression
- Keynesian economics

This section revolves around a case study involving the New Deal in the United States. There is background information concerning conditions in the United States followed by the case study itself. Following the case study is a close examination of Keynesian economics which explains how the New Deal worked. All three parts to this section are interrelated; but were not included in the case study as it would have become too involved. Therefore, it is important that students realize that the first part dealing with economic problems relates to the development of the New Deal. Also, students must be aware that Keynesian economics and the New Deal are closely related. The development of the mixed economy is also of importance.

Teaching Suggestions

The initial news article “Statscan makes \$500 million error” is used simply to show the students that all levels of government are heavily involved in the economy. Discuss why there developed a need for governments to become involved in their respective nations’ economy. This will lead into the activity on problems with American capitalism.

Upon completion of Activity 6 (Keynes on Trial) you might want to have your own trial in class. Or perhaps you could have all the students ask three questions of Keynes. Then write the questions on the blackboard and have the class attempt to answer the questions themselves.

Suggested Videos for Students

“Twentieth Century History” (a BBC production)
 Program 2: “Boom or Bust”
 Program 4: “Roosevelt and the New Deal”

Suggested Reading for Students

Have students read pages 423–425 in **Our Western Heritage** by Roselles and Young.

Section 4 Assignment (30 marks)

- Answers will vary. A few people such as Rockefeller and Morgan were becoming very rich, while many people were living in poverty. There was a small group of men who had monopolized the wealth and economic power of the United States. Unemployment was high and there were depression conditions.
- Answers will vary but should make reference to direct government involvement in the economy. Some examples that illustrate this include the following:
 - T.V.A. (Tennessee Valley Authority): It transformed the valley from poverty to prosperity over an area of 65 000 square kilometres. It involved hydro-electric power, irrigation, new industries, and work training.
 - C.C.C. (Civilian Conservation Corps): Two and one-half million unemployed young Americans were given jobs in forestlands.
 - P.W.A. (Public Works Association): Useful work for the unemployed was created with over three billion dollars assigned for national construction projects.
 - H.O.L.C. (Home Owners Loan Corporation): People who would have lost their homes were loaned money to maintain their mortgage payments.
- Answers will vary but should be supported with valid reasons. With the large deficits many governments currently face, students may favour less government spending in the economy.

Section 5: Canada: A Mixed Economy

Key Concepts

- mixed economy
- universality
- monetary policy
- fiscal policy

The final section deals with the role of the government in the Canadian economic system. The mixed economy is a major theme of this section. Students will begin to see a clear need for some government intervention.

Teaching Suggestions

Here are two ideas designed to enhance this section.

- For concluding each role of the Canadian government, bring in some sort of example to show students a practical application. For example, when the role of government as a manager of the economy is investigated, bring in a tax form and discuss it with the students. When the students are learning about government as a public servant, show the students a UIC form or Child Tax Credit cheque and discuss why it is so important to care for those in need. Attempt to do this for each of the eight roles.
- Have a bulletin board display of news articles, cartoons, sketches, etc. to illustrate the eight roles. You could make it a requirement that all students find one example of each role and post it on the bulletin board.
- Involve students in a close daily inspection of the local newspaper to find examples of the eight roles of the Canadian government.

Final Module Assignment (45 marks)

Part A: Multiple Choice

Read each question carefully. Decide which of the choices **BEST** completes the statement or answers the question. Circle the appropriate letter to indicate your choice.

- | | | |
|------|-------|-------|
| 1. B | 6. C | 11. A |
| 2. D | 7. A | 12. C |
| 3. A | 8. C | 13. D |
| 4. D | 9. A | 14. B |
| 5. C | 10. C | 15. B |

Part B: Essay Assignment

Students should address the following points:

- Economic systems must indeed adapt.
- Capitalism began as an economic system that stressed profit, incentive, self-interest, initiative, and competition.
- Capitalism was completely different from mercantilism which stressed restrictions, government intervention, and unfair competition.
- Capitalism stressed that there should be little government intervention.

- The market would answer the economic questions of capitalism.
- The Depression caused a change. Capitalism was adapted to handle the booms and busts of the economy.
- The New Deal and Keynesian economics helped to bring about the change.
- Mixed economies were formed or began to exist after the New Deal and Keynesian economics were put into practice. Canada's mixed economy has eight roles which clearly display a new need for government assistance.
- Both capitalism and the mixed economy allow economic freedom to a degree, but there is also a concern for society as a whole in a mixed economy that is not seen in pure capitalism.

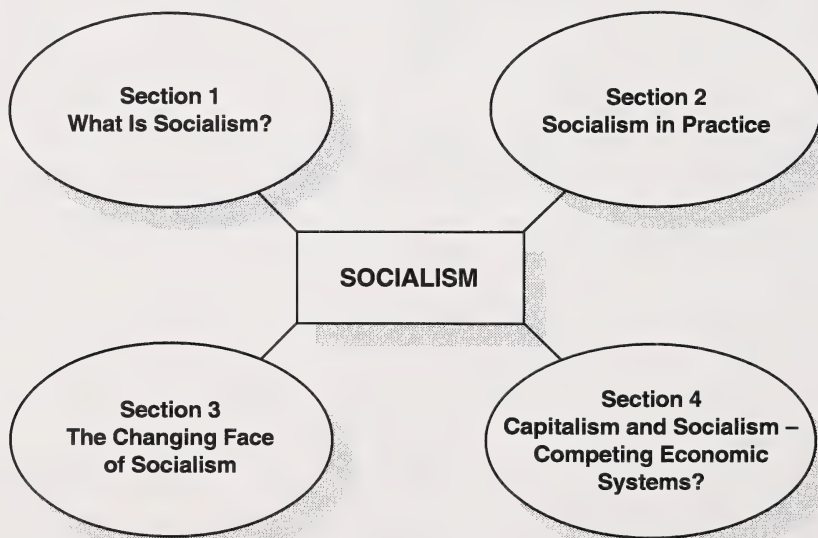
Mark also for structure and presentation.

Module 4: Socialism

Overview

Topic A of Social Studies 30 deals with political and economic systems in theory and in practice. This module pays particular attention to the economic system of socialism. The theoretical roots of socialism are examined through the philosophies of a number of nineteenth-century philosophers. The link between theory and practice is illustrated by looking at dictatorial socialism in the former USSR and China and democratic socialism in Sweden. Changes occurring in socialist systems are presented through examination of *perestroika* in the Soviet Union and *gai ge* in China.

The final sections of the module attempt to compare the two economic systems of capitalism and socialism, and then the interrelationship between political and economic systems will be presented.



Evaluation

The evaluation of this module will be based on four assignments

Section 1 Assignment	20 marks
Section 2 Assignment	25 marks
Section 3 Assignment	15 marks
Final Module Assignment	40 marks
TOTAL	100 marks

Section 1: What Is Socialism?

Key Concepts

- socialism
- utopian socialism
- evolutionary socialism
- Marxism
- communism
- democratic socialism

The first section of the module deals with the theoretical roots of socialism. The section presents three branches of socialism – utopian socialism, communism, and democratic socialism.

Teaching Suggestions

This section is fairly heavy in content. The information on Marxist theory can be difficult, but use of the visuals and the video *The Ideas of Karl Marx* should help with this. It will be important to stress that theory forms the basis of practice.

Section 1 Assignment (20 marks)

1. A sample answer follows.

Capitalism runs on self-oriented principles: profit motive, competition. Socialists feel that an economic system in which some people prosper at the expense of others is immoral. A system based on greed is not compatible with mainstream religious dogma. Instead, a system in which cooperation replaces competition and the good of the group is considered to be more important than that of the individual.

- 2.

	Views of the Existing Society	Methods for Bringing About Change	Goal(s) of Change
Utopian Socialists	<ul style="list-style-type: none"> • It is not perfect. • It needs to be changed. • It leads to abuse of the worker. 	To create a perfect environment, conditions for the workers must be changed.	A perfect environment = perfect human beings
Revolutionary Socialists	It exists to exploit the workers.	A violent overthrow of the existing government by the workers is necessary.	A classless society
Evolutionary Socialists	It is not the most just and equitable society, but it provides possibilities for worker's progress.	Democratic parliamentary change to the existing institutions is necessary.	A more just and equitable society

Section 2: Socialism in Practice

Key Concepts

- Marxism
- democratic socialism

This section attempts to illustrate how Marxist theory was put into practice by Lenin, Stalin, and Mao Tse-tung. Also, the theories of democratic socialism are demonstrated by examining the case study of Sweden.

Teaching Suggestions

This section is quite heavy in content, but the information is crucial to coverage of the curriculum specifications. The use of the visuals, videos, and biographical information should add interest. Also, the use of the retrieval charts is critical because large amounts of information can be placed in one chart and comparisons become much more obvious.

Section 2 Assignment (25 marks)

1. The chart that follows illustrates some comparisons that students should make.

	Command Economy	Welfare State
Basic Beliefs	There is complete ownership by the state. The economy is completely planned under a one-party ideological dictatorship.	A compromise is made between private and public ownership. There is a shared effort under a democratic parliament system.
Planning	Central planning allocates all resources and labour used, sets all prices, establishes all economic plans, and sets targets and quotas.	Indicative planning gives trends and forecasts of the economy to business and industry that they can choose to use or not. Monetary and fiscal policy is set.
Public Enterprise	The state owns about 97% of all lands, factories, banks, transportation, etc. Small amounts of farm land are privately owned.	The state owns about 15% of the economy. It owns portions of forests, transportation, energy resources, public utilities, and extractive industries, and regulates the sales of various products.
Private Enterprise	Small farm plots make up about 3% of the land farmed.	About 85% of the economy is in private hands particularly agriculture, shipping, textiles, steel production, the retail trade, and automobiles.
Income Equalizations	Workers are paid the same wage for the same job. Bonuses provide incentives. Taxes are paid to equalize incomes.	There is a system of high, progressive taxation. The more you make, the more they take.
Social Services	Extensive social services are paid for by the state.	Extensive social services are paid for by the state.

2. Answers will vary. There are millions of people with socialist economies in our world. Social welfare is an alternative that has been considered and parts of it have been used in Canada.

3. Answers will vary. Students should outline the principles of the command economy that make it appear better. For example, things can be done quickly and those in charge have the power to do what they decide should be done.

Section 3: The Changing Face of Socialism

Key Concepts

- problems of planned economies
- *perestroika*
- *gai ge*

Section 3 details events that are occurring in a number of socialist countries. It is important to stress that unless systems are willing to adapt to new circumstances, they will face extinction. A number of problems facing centrally planned economies are shown. This is followed by case studies that illustrate how two countries are trying to solve these problems. The changes in the former USSR and China show how socialist systems are incorporating capitalist elements. This section is very contemporary and students should have at least come into contact with components of either *perestroika* or *gai ge*. Comparison of the two programs is critical.

Section 3 Assignment (15 marks)

The following elements should be included in the students' speeches.

	Existing System	Reforms
Planning	<ul style="list-style-type: none"> • Extensive use is made of centralized planning. • Economic plans reflect the views of the leaders. • There is state ownership of all the means of production. 	<ul style="list-style-type: none"> • Cut back on centralized planning to strategic planning. • Let market forces determine what to produce. • Allow some private ownership in controlled areas.
Industrial Sector	<ul style="list-style-type: none"> • Planners allocate all resources and labour. • Managers do not make decisions. • Meeting quotas is very important. • Quality is stressed. 	<ul style="list-style-type: none"> • Let managers make more production decisions. • Let inefficient enterprises go bankrupt. • Stress quality production and use quality controls.
Workers	<ul style="list-style-type: none"> • All workers are paid the same for the same job. • They lack enthusiasm. • Workers are guaranteed lifetime employment. 	<ul style="list-style-type: none"> • Pay workers a wage based on performance. • Increase bonuses for quality production. • Fire inefficient or lazy workers.
Retail Trade	<ul style="list-style-type: none"> • A black market is flourishing. • People illegally exchange goods and services. • Prices reflect the priorities of the planners. 	<ul style="list-style-type: none"> • Legalize private retail trade. • Let entrepreneurs hire other workers. • Collect taxes on these activities. • Let prices be determined by market force.
Agriculture	<ul style="list-style-type: none"> • Farmers live on large government farms and farm them collectively. • All excess production goes to the state. • There has been forced resettlement. • Food shortages frequently occur. 	<ul style="list-style-type: none"> • Allow farmers to manage their own resources and sell excess produce for profit in open markets. • Encourage increased food production.
Foreign Investment	<ul style="list-style-type: none"> • This is forbidden. 	<ul style="list-style-type: none"> • Allow foreign investment programs. • Let foreigners own only 49%. • Bring in new technology.

Grade students' speeches on style, presentation, and structure as well as content.

Section 4: Capitalism and Socialism – Competing Economic Systems?

Key Concepts

- individualism
- collectivism
- economic strategies

Section 4 is extremely important because it attempts to tie the two economic systems together through comparative skill exercises. These exercises are critical in that students are required to apply what they have learned in the modules on capitalism and socialism. Both practical, hypothetical, and contemporary case information is used for the application exercises. Be sure to utilize the quadrant grid.

This section becomes even more important when considering the emphasis on the Social Studies 30 Diploma Exam. In addition to this, the student will get further practice in the writing of the essay component of the exam.

Final Module Assignment (40 marks)

Part A: Multiple Choice

- | | | | | |
|------|------|------|------|-------|
| 1. B | 3. B | 5. C | 7. D | 9. C |
| 2. B | 4. A | 6. D | 8. A | 10. C |

Part B: Essay Assignment

What follows are suggested components to look for when marking students' responses.

Values and Position

- **Values**
 - collectivism vs. individualism
 - social welfare vs. self-interest
 - equality vs. self-advancement
- **Importance of the Issue**
 - identification of the pros and cons of each side of the issue
- **Position**
 - a position taken on the issue

Examples or Case Studies

- Topic A:**
- Yugoslavia, Hungary, Sweden (favoured increased involvement)
 - British and some Canadian legislation (limits decision making)
- Topic B:** Sweden vs. Britain or Reaganomics
- Topic C:** Privatization in the former USSR or China, or Crown corporations vs. Stalin or Mao

Arguments

- Pro:** gains such as increased growth or job creation
- Con:** less job security, lowered health standards etc.

Grade on style, structure, and presentation as well as content.

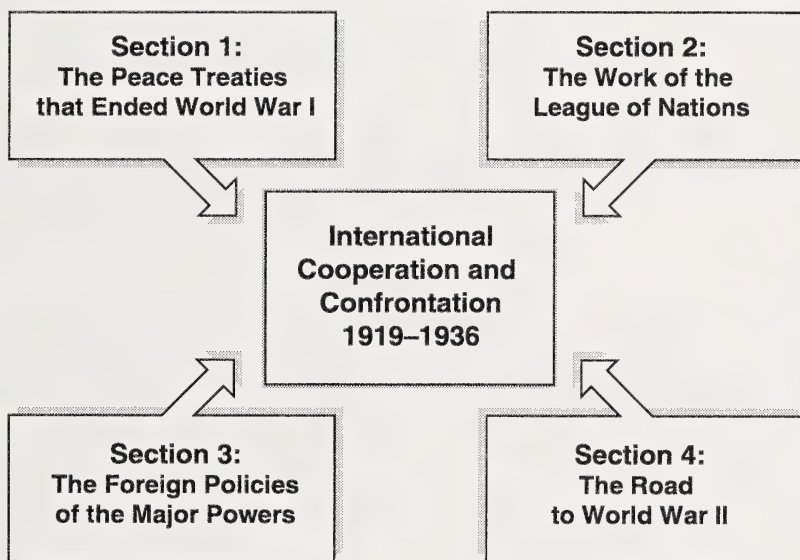
Module 5: International Cooperation and Confrontation 1919–1936

Overview

This module is concerned with the following themes:

- International agreements may create the grounds for future confrontations.
- Attempts at international cooperation are sometimes successful.
- Security arrangements may strengthen or undermine global systems of collective security.
- Expansionist foreign policy may arise from a variety of motives or circumstances and provide a variety of responses.

Also implied throughout the module is the understanding that international organizations are not independent of the goals of the nations that comprise them.



Evaluation

The evaluation of this module will be based on three section assignments and one final module assignment:

Section 1 Assignment	25 marks
Section 2 Assignment	30 marks
Section 3 Assignment	30 marks
Final Module Assignment	15 marks
TOTAL	100 marks

Teaching Suggestions

You could use the following videotapes to introduce sections, to reinforce ideas, or to review. They should all prove useful.

Make Germany Pay (BBC Enterprises)

Boom or Bust (BBC Enterprises)

Hitler's Germany 1933–1936 (BBC Enterprises)

Why Appeasement? (BBC Enterprises)

A New Germany (Thames TV or ACCESS Network)

Section 1: The Peace Treaties that Ended World War I**Key Concepts**

- territorial adjustments
- military restrictions
- reparations
- war guilt

This section focuses on the peace arrangements reached at the conclusion of World War I and their impact on international relations during the postwar period. The central theme is that international agreements may create the ground for future confrontations.

Teaching Suggestions

The key understandings /concepts set out in the curriculum are extensive and concern the results of the peace treaties developed in Paris in 1919. All ideas are included in the module but a good way to reinforce the ideas is through maps and charts. As well, concentrate some effort on the differences between Wilson, Clemenceau, and Lloyd George. Obviously, time should be spent in discussing (perhaps even debating) Germany's treatment.

Spend some time on the successor states – Czechoslovakia, Hungary, and Austria – and their problems of self-determination. Yugoslavia would be good for this as well.

Above all else it is crucial that students understand the provisions of the treaties because such arrangements dominated international interaction in the interwar period.

Section 1 Assignment (25 marks)

1.

Arguments Supporting the View that Germany Was Treated Too Harshly	Arguments Supporting the View that Germany Was Treated Fairly
<ul style="list-style-type: none"> • All powers were guilty of starting the war. • Territorial losses were far too extensive, particularly the Polish Corridor. • There was a loss of German people to other nations. • Reparations were grossly unfair and far too high. 	<ul style="list-style-type: none"> • Germany was the aggressor and started the war. • The Treaty of Brest-Litovsk was very harsh. Germany set the tone for the peace treaties. • France had been attacked; France did not attack Germany. • French territory and Belgian territory had been destroyed.

2. Students' compositions should include ideas from the list, rejecting one column and supporting the ideas from one of the columns. Marks should reflect the ability to write a clear, concise answer.

Section 2: The Work of the League of Nations

Key Concepts

- internationalism
- League of Nations
- self-determination

This section focuses on the activities of the League of Nations – its successes and failures. Students should understand the reasons for an attempt at creating an international body capable of resolving disputes and the difficulties such a body must encounter.

Teaching Suggestions

This section concerns the League of Nations and is an attempt to understand the goal of international cooperations. Stress should be placed on the League's goals and its successes before analysing its failures.

When discussing its failures, one should analyse the pursuit of national self-interest. It may be valuable to refer to present-day articles to show that frequently nations seek out their own interests, often ignoring the ideals of internationalism. It may be useful to get students to imagine how a world government might work. What changes would have to be made? Is there a need for an international language? Is there a need for an international army?

Emphasis, in the end, should be placed on why the League failed to keep the peace.

Section 2 Assignment (30 marks)

Marks should be awarded for the ability to write a clear, concise answer that includes the following ideas:

- The League was never global.
- The League was weak from its inception.
- The League had no real power to act.
- The League was led by nations that saw the organization as a means of achieving their own national self-interest.

Look for specific examples that back up students' assertions.

Section 3: The Foreign Policies of the Major Powers

Key Concepts

- national security
- international cooperation
- isolationism

Section 3 focuses on the foreign policies of the world's major powers in the years 1919 to 1933, examining whether these policies enhanced or diminished the hopes of those who believed in international cooperation as the means of maintaining peace.

Teaching Suggestions

In examining this part of the course, it is essential to emphasize the particular aim of the nations involved. A chart may be useful either as a means for proceeding through the content or as a means of summarizing it. It could be as follows:

	U.S.A.	France	Britain	Weimar Germany	Italy	Japan	USSR
Major Goal							
Methods Used to Achieve Goal							
Important Dates and Events							

Try to emphasize the interconnectedness of the policies of nations. In the end, you may wish to evaluate the appropriateness of particular actions and policies of the various nations.

Section 3 Assignment (30 marks)

1. **U.S.A.**
(isolationism)

Obviously, the U. S. A. never joined the League of Nations. Did its actions contribute to or detract from the aims of the League? Certainly it couldn't be part of a system of collective security if it wasn't a member. But does isolationism contribute to peace?

2. **France**
(regional alliances)

France followed a policy of national security through alliances and a strong defence. Did these policies add to peace or did they undermine collective security?

3. **Britain**
(avoiding confrontations)

Britain hoped to achieve national security through avoiding confrontation. Its national security concerns were largely resolved by having the most powerful fleet of the European powers. In a sense, it followed its own semi-isolationism paths by avoiding alliances and guarantees (except at Locarno). Did such actions encourage attempts to undermine the League of Nations? Did it encourage peace?

4. **Italy**
(expansionism, imperialism)

Was Mussolini's boast to make Italy "great, strong, and feared" an aim that would support the goals of the League? Did he at any time support the League's principles?

5. Germany

(The Weimar Republic – trying to resolve grievances peacefully)

Although Germany (1920–1933) attempted to resolve its grievances peacefully, it really didn't have any choice. Did it make too much of its grievances? Were they legitimate? Could the League, influenced significantly by Britain and France, resolve Germany's grievances?

6. USSR

(nonaggression and neutrality pacts)

Did the USSR's actions with its neighbours complement the work of the League? What of the actions of the Comintern? Did such actions encourage peace? Did the USSR really accept the boundaries established at Paris; frontiers which the League was supposed to uphold?

7. Japan

(expansionism, imperialism)

Did Japan's actions encourage peace and the pacific resolution of problems? Did the Japanese military care about the principles of the League?

Section 4: The Road to World War II**Key Concepts**

- expansionism
- appeasement

This section attempts to bring together all the policies of the major powers and goals of the League of Nations under the threat of expansionism and the rise to power of Adolf Hitler.

Teaching Suggestions

You may wish to use charts and maps to help develop student's understandings – for example, the Japanese thrust into Manchuria and Hitler's desire to overturn Versailles. The response of Britain and France is crucial because we see the seeds of the policy of appeasement; this is developed further in Module 6.

The last point, although not strictly part of the curriculum is a theme which extends throughout the module. It is important to show that the League of Nations was never independent of its members. Britain and France used the League at various times to enhance their own policies. This is an important understanding for examining the United Nations as well.

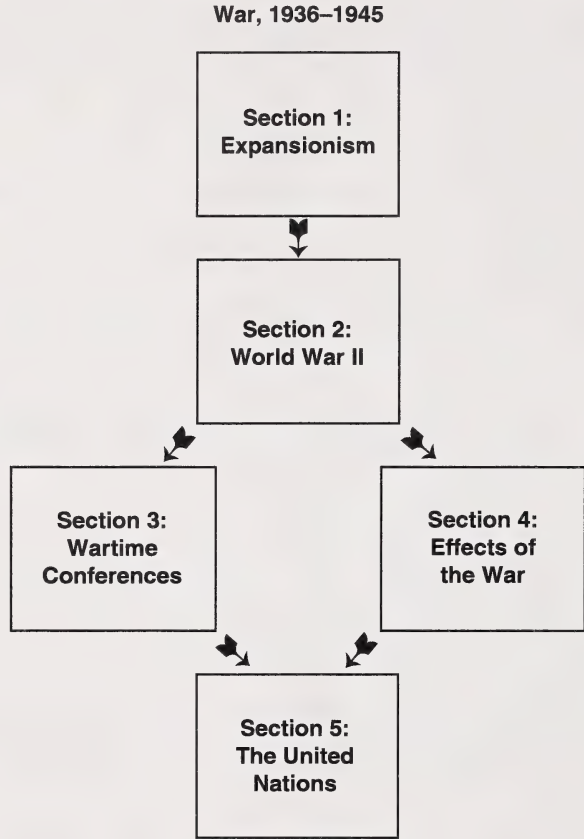
Final Module Assignment (15 marks)

- | | | | | |
|------|------|------|-------|-------|
| 1. C | 4. D | 7. D | 10. D | 13. B |
| 2. B | 5. C | 8. C | 11. B | 14. D |
| 3. A | 6. C | 9. C | 12. D | 15. A |

Module 6: War, 1936–1945

Overview

In the twentieth century, nations have used a variety of means to protect, sustain, and enhance their national interests. Interaction among nations has increased global interdependence. Since world peace and security depend on limiting confrontations and increasing cooperation and understanding, individuals, groups, and nations must make informed decisions on issues regarding their interests and global survival. This is the issue that will be addressed in Module 6.



Evaluation

The evaluation of this module will be based on four section assignments and one final module assignment:

Section 1 Assignment	20 marks
Section 2 Assignment	15 marks
Section 3 Assignment	15 marks
Section 4 Assignment	40 marks
Final Module Assignment	10 marks
TOTAL	100 marks

Teaching Suggestions

Here are a number of suggested texts and resources.

- *Our Western Heritage* – Rosells/Young, Ginn and Company
- *The Modern World Since 1917* – Philip Sauvin, Basil Blackwell Ltd.
- *Our World This Century* – Derek Heaten, Oxford University Press
- *Twentieth Century World* – Wallbank/Schrier, Scott, Foresman and Company

Section 1: Expansionism

Key Concepts

- expansionism
- appeasement

This section focuses on the expansionist policies of Germany, Japan, and Italy and the reaction of Britain and France to these policies, namely, appeasement.

It examines the motives, actions, and results of both expansionism and appeasement.

Teaching Suggestions

Two videos that are an excellent supplement to classroom instruction are

- *Why Appeasement?* – 20th Century History
- Part 1 (the first half) of *The Rise and Fall of the Third Reich* – MCA/UA Home Video.

Refer, whenever possible, to the Treaty of Versailles

- as a motive for Hitler's actions
- as it relates to Hitler's violations

Also emphasize that the League of Nations was not successful in maintaining peace.

- This is why German and Japan could get away with their actions.
- This is why Britain and France acted independently of the League.

Have the students review the causes of World War II.

What other actions might Britain and France have taken to stop the aggressors?

Section 1 Assignment (20 marks)

1. Give 2 marks each for identifying two reasons that explain why Britain and France thought that the policy of appeasement was the best solution as a reaction to Hitler's demands, and 1 mark for using an adequate quality of language and expression.

Select two answers from the following:

- Appeasement would possibly buy Britain and France time to rearm.
- Neither country was prepared for war.
- They thought it would maintain peace.
- The dread of another war like World War I lingered on.
- Fascism was seen as a counter to the threat of communism.

2. Give 2 marks for describing two possible alternatives available to the Allies in dealing with Hitler's Germany before World War II, and 1 mark for using an adequate quality of language and expression.

Select two of the following:

- The Allies could impose sanctions.
- The Allies could require rigid adherence to the Treaty of Versailles.
- Britain and France could have responded militarily in the Rhineland in 1935.
- The Allies could make the League of Nations an effective body.
- The Allies could respect the treaty obligations of the Little Entente.

3. Give 2 marks each for identifying two of Hitler's main objectives in joining together Austria and Germany (*Anschluss*), and 1 mark for adequate quality of language and expression.

Some possible objectives of Hitler's joining together Austria and Germany were to

- refute the Treaty of Versailles
- negate the effectiveness of the Little Entente
- create a geopolitical unit in the heart of Europe
- join together the two main groups of Germanic people in Europe

4. Identify two reasons why Japan joined Germany and Italy to form the Triple Axis.

Give 2 marks each for identifying two reasons why Japan joined Germany and Italy to form the Triple Axis and 1 mark for using an adequate quality of language and expression.

Sample answer:

Japan joined European fascists in order to gain allies for future military expansion, develop spheres of influence in Asia and the Pacific, and to prevent similar ideologies from conflicting.

Section 2: World War II

Key Concepts

- expansionism
- appeasement
- *Blitzkrieg*

Section 2 focuses on the course of the war. It looks at the extent of the Axis conquests, the battles that were turning points in the war, and the defeat of the Axis powers.

Teaching Suggestions

Three videos that would supplement classroom instruction are

- Part 2 (the second half) of *The Rise and Fall of the Third Reich*
- *Blitzkrieg to the Bomb* – Public Television Stations
- *The Battle of Stalingrad* – World at War series

As you are teaching this section, draw some comparisons between World War I and II. Focus on the differences in tactics and style, e.g., stalemate vs. *Blitzkrieg*.

You may also want to talk about a number of key battles or operations not mentioned in this section, e.g., Dunkirk, Barbarossa, Pearl Harbor, and the Coral Sea to name a few.

It is sometimes interesting to the students to point out the blunders and mistakes made in the course of the war, e.g., the fiasco involved in the Dieppe Operation.

Section 2 Assignment (15 marks)

1. Give 1 mark for each of the four reasons, and 1 mark for using an adequate quality of language and expression in a paragraph.

Following are possible answers

The Axis Powers were initially successful because

- the Allies were not prepared for war physically or psychologically
- of the use of new military tactics such as the *Blitzkrieg*
- of superior military technology
- of unified military leadership
- they were unified geographically
- of better trained troops
- of coordinated efforts

2. Give 1 mark each for explaining two reasons why the decision was made to drop atomic bombs on Japanese cities in 1945, and 1 mark for using an adequate quality of language and expression in the paragraph.

Select two reasons from those that follow:

- demoralize Japanese population
- prevent further Soviet intrusion into the Far East
- attempt to get Japan to sue for immediate surrender
- reduce United States military losses by preventing the need to invade Japan

3. Give 2 marks each for providing three reasons explaining the defeat of the Axis Powers in World War II, and 1 mark for using an adequate quality of language and expression.

Sample answers follow:

- German strategic military errors were the main reason for the defeat; e.g., the loss of battles in World War II such as El Alamein and Stalingrad, loss of air control, loss of the Battle of Britain, and cancellation of Operation Sea Lion.
- The Allies had dominant manpower, resources, capital, and propaganda which contributed to the defeat.

- Resistance by armed factions within occupied territories helped defeat the Axis Powers.
- The loss of Italian support was a reason.
- Carrying the war to the civilian population in Germany (firebombing) and Japan (atom bombing) were strong reasons.

Section 3: Wartime Conferences

Key Concepts

- wartime conferences
- territorial changes

Section 3 looks primarily at the wartime conferences. The focus is on the motives behind the conferences and the outcome of the meetings. Section 3 looks at the Atlantic Charter, Teheran, Yalta, and Potsdam conferences.

Teaching Suggestions

The emphasis of this section should be placed on the motives behind the conferences and the implications of the outcomes of these conferences.

Chart work would be very useful in this section. The module has a number of charts.

Ask the students to “look down the road” to predict future trends that might occur as a result of Yalta and Potsdam. Emphasize the shift in the power structure to the superpowers of the U.S. and the former USSR.

Section 3 Assignment (15 marks)

- Churchill's two points are the following:
 - An “iron curtain” separates eastern Europe from western Europe; behind it exists restrictions.
 - This is not a healthy, peaceful situation.
- Here are ten examples. Students are to write on eight. Accept other reasonable answers.
 - The Percentage Agreements at Teheran gave Stalin a sphere of influence in the Balkans.
 - It was the Soviet goal to create a buffer zone in eastern Europe. (Teheran/Yalta/Potsdam)
 - Churchill was jealous of the growing Soviet strength; trust between the Allies was failing. (Yalta)
 - Roosevelt recognized the Soviet need for security. (Yalta)
 - By Yalta, Soviet troops had liberated most of eastern Europe and were in a position of strength.
 - At Yalta, Britain and the U.S. were not in a position to oppose Soviet strength in eastern Europe.
 - At Yalta, Stalin had made his intentions clear concerning eastern Europe.
 - The U.S. gave in to Soviet demands on Polish boundary changes at Yalta.
 - By Potsdam, Soviet troops were still at full strength. Demobilization had not occurred as it had in the U.S. and Britain.
 - Potsdam reinforced the mistrust between the Allied leaders.

Section 4: Effects of the War

Key Concepts

- genocide
- war crimes
- Holocaust

Section 4 looks at the changing nature of war, with the emphasis placed on the effects of total war. A comparison is made between numbers of casualties in the two world wars. Genocide is also examined in this section. The curriculum guide talks about how the Second World War altered the nature of war. Section 4 shows how this nature has been altered.

Teaching Suggestions

Three videos that would supplement classroom instruction are

- *History in Action: The Master Race*
- *Genocide* – “World at War” Series
- *Blitzkrieg to the Bomb* – Public Television Stations

Classroom Tips

- Comparisons of the war deaths in the two wars emphasize the magnitude of the Second World War and its destructive force.
- A collage of pictures depicting the destruction and force of World War II might be a good activity.
- Genocide is a sensitive topic, but it must be dealt with. The two videos cover the topic well.
- A visit to one of the Holocaust symposiums or a guest speaker – a survivor of the Holocaust – is a great instructional aid.

Section 4 Assignment (40 marks)

1. Give 2 marks for explaining the relationship between the term *genocide* and the Nazi policy of “the Final Solution,” and 1 mark for using an adequate quality of language and expression.

The term *genocide* means the destruction of a people on a mass scale. The Nazi policy was just that, the extermination of a particular race – in this case all European Jewry. The “Final Solution” was to kill all Jews.

2. Rudolf Hess took it for granted that “Jews were to blame for everything” because
 - that was all he heard
 - it was continually reinforced
3. Rudolf Hess believed he had to carry out Himmler’s orders because
 - he was conditioned to obey
 - there was no other way
4. Hess believed the Jews were enemies of the German people.
5. No, Hess did not understand the scale or consequences of his task at Auschwitz. He lacked the breadth of view.
6. Hess’s defence for his actions at Auschwitz was that
 - he was obeying orders
 - they were taught that Jews were evil; he felt he was doing the right thing.
7. Germany was bound by international law and rules that determine the permissibility of a country’s behaviour.

8. Robert Jackson believes they should face judgement

- because of the magnitude of the crime
- so it cannot be repeated

9. Student answers will vary. Students will have to choose one of two key positions, these being to either hold key Nazi officers responsible for their actions or to not hold key Nazi officers responsible.

Those who do hold Nazi officers responsible should suggest some viable solutions as to actions to take against them. Activity 4 in Section 4 of the module gives examples of some of the sentences that were given. In defending their decisions, mark students' defence by applying these criteria:

- Solid reasons are given.
- Facts are supplied.
- Facts are supportive.
- The defence is clearly presented.
- Students have considered the pros and cons of their solutions.

Section 5: The United Nations

Key Concepts

- United Nations
- global collective security
- Declaration of Human Rights

As a byproduct of the death, destruction, and crimes against humanity, Section 5 looks at the United Nations. The UN, it was hoped, was going to protect and promote peace in the hopes that an event like the Second World War would never happen again. The emphasis of this section is on the structure and organization of the UN. The section also looks at the Declaration of Human Rights.

Teaching Suggestions

- Make comparisons between the UN and the League of Nations.
- Ask the students if they think the UN would be any more successful than the League.
- Focus on the structure of the UN and the global collective security aspect.
- Make sure the students understand the concept of global collective security.
- Draw up some examples of human rights violations and have the students match them with the appropriate Article in the Declaration of Human Rights.
- Have the students point out current human rights violations in the world.

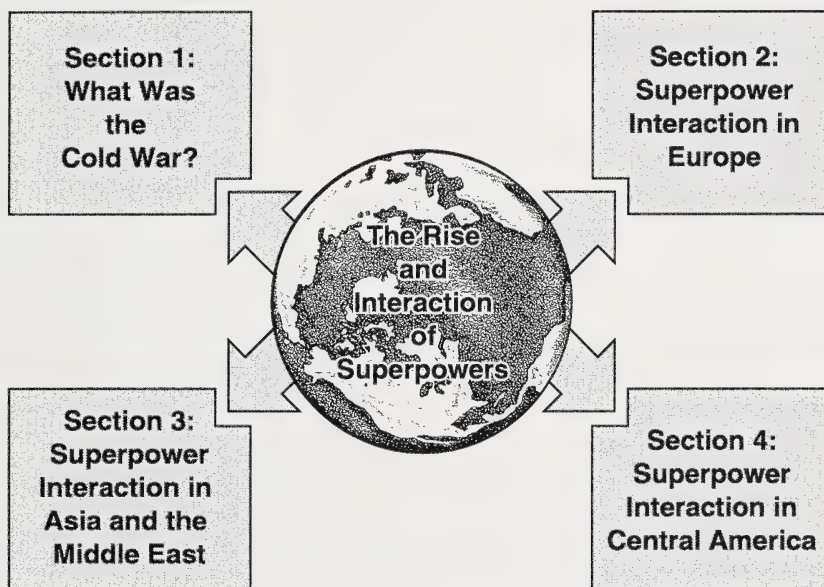
Final Module Assignment (10 marks)

- | | |
|------|-------|
| 1. B | 6. A |
| 2. B | 7. A |
| 3. D | 8. C |
| 4. D | 9. C |
| 5. D | 10. A |

Module 7: The Rise and Interaction of the Superpowers 1945–1962

Overview

This module examines the early Cold War era from the end of World War II (1945) to the Cuban Missile Crisis (1962). Its purpose is to help students understand what the Cold War was and how it got started. Key events that occurred during this period will be examined in their relationship to the superpowers and their policies. Finally, the changing role of the United Nations in international affairs will be investigated.



Evaluation

The evaluation of this module will be based on three section assignments and one final module assignment:

Section 2 Assignment	20 marks
Section 3 Assignment	25 marks
Section 4 Assignment	10 marks
Final Module Assignment	45 marks
TOTAL	100 marks

In order to prepare for this module, you should gather the following materials and resources:

Books (at least one copy of each)

- Cannon, Clark, Smuga, Howie (1986) *The Contemporary World*, HBJ Publishers.
- Catchpole, B. (1973) *Map History of the Modern World*, Book Society of Canada.
- Roselle and Young (1981) *Our Western Heritage*, Ginn & Co.
- Stoessinger, J. (1982) *Why Nations Go to War*, St. Martin's Press.
- Tourman, Schaffter, Stewart, & Hunter (1979), *Modern Perspectives*, McGraw-Hill Ryerson Ltd.
- Zelinski, V. (1983), *Cold War*, Academic Press.

These resources are all available from the Learning Resources Distributing Centre. It is recommended that you gather as many additional books that deal with the subject of the Cold War as possible. (These may also be used in Module 8.)

Periodicals

- Issues of *Canada and the World* back to 1980 are highly recommended.
- Copies of *Time*, *Newsweek*, and *Maclean's* are also recommended.
- Copies of major newspapers would also be valuable.

Media

The following videotapes are recommended.

- *If You Love This Planet* (Helen Caldicott)
- *Cold War Confrontations* (BBC Twentieth Century History Series)
- *Israel and the Arab States* (BBC Twentieth Century History Series)

An autiotape containing *Conflict and Cooperation Among Nations* and *Cold War: The Cuban Missile Crisis* is available from Alberta Distance Learning Centre. Students may order it.

You should read through the module thoroughly before students begin to work on it, in order to become familiar with the topics covered, the concepts being taught, and the generalizations being developed.

Section 1: What Was the Cold War?

Key Concepts

- Cold War
- balance of power
- superpowers

This section deals with the meaning of the expression *Cold War*. Students will have the expression defined and will learn how the Cold War developed after World War II. They will also discover what techniques the superpowers employed in fighting the Cold War.

Teaching Suggestions

As an opener, you may want to develop a bulletin board display of articles from magazines, newspapers, or independent student ideas which deal with the Cold War. This could be done as students proceed through Section 1 of the module, as this section develops the concept of the Cold War.

Other openers could include a discussion of Soviet/American relations, a survey of student opinions about the Cold War, or a brainstorming session to generate ideas about the meaning of the Cold War and what it involved.

Section 2: Superpower Interaction in Europe

Key Concepts

- | | | |
|------------------------|----------------|----------------|
| • balance of power | • containment | • independence |
| • spheres of influence | • expansionism | • nonalignment |

This section is designed to extend the students' understanding of the Cold War era. They should develop a familiarity with the concepts of containment, expansionism, and spheres of influence. Case studies are used to clarify these terms.

Section 2 Assignment (20 marks)

This is a **RAFTS** assignment (role, audience, format, topic, and strong verb). Marks should be awarded according to how well the student meets the requirements of this RAFTS assignment.

Role: Hungarian student who has just taken part in the 1956 revolt against the Soviets in Hungary

Audience: Yugoslav cousin (also a student)

Format: personal letter

Topic: comparison of the Hungarian and Yugoslav movements for independence

Strong Verbs: anger and hope

The comparison **must** address the following ideas

	Yugoslavia	Hungary
Reasons	<ul style="list-style-type: none"> Marshall Tito wanted to develop a Marxist-Leninist society and develop relations with the West. 	<ul style="list-style-type: none"> Khrushchev's speech seemed to suggest that satellite nations could pursue their own style of communism.
Methods	<ul style="list-style-type: none"> Tito and Yugoslav people resisted efforts by the Soviets to control the economy and government. 	<ul style="list-style-type: none"> There were armed demonstrations. G�ero was replaced with Nagy. The one-party system was abolished and the intention to withdraw from the Warsaw Pact was announced.
Soviet Response	<ul style="list-style-type: none"> The USSR expelled Yugoslavia from Cominform and withdrew economic aid. 	<ul style="list-style-type: none"> The USSR sent in tanks and soldiers to stop the revolt.
Results:	<ul style="list-style-type: none"> Yugoslavia maintained its independence. 	<ul style="list-style-type: none"> Soviets maintained control over Hungary. The unity of the Warsaw Pact was kept intact.

Section 3: Superpower Interaction in Asia and the Middle East

Key Concepts

- global collective security
- spheres influence
- expansionism
- limited war

In Section 3 students will examine case studies of the Korean War and the Arab-Israeli conflict in order to acquire a better understanding of post-World War II tensions. Indirect confrontations between the superpowers and the role of the United Nations will be studied.

Section 3 Assignment (25 marks)

1.

Role of the United Nations in Korea and the Suez

United Nations	Korean War (1950-1953)	Suez Crisis (1956)
At What Point in the Conflict the UN Became Involved	They became involved at the beginning of the dispute.	They became involved at the end of the dispute.
Why the UN Became Involved	The United Nations Security Council voted to send forces into Korea to help the South Koreans repel the North Koreans.	Prime Minister Pearson proposed the idea of sending peacekeeping troops into the Suez to keep the Egyptians and Israelis from further war.
Nations Supplying Forces	<ul style="list-style-type: none"> • Sixteen nations supplied forces. • Ninety percent came from the U.S.A. 	Yugoslavia, India, and Canada supplied forces.
Types of Forces Sent	Combat forces were sent.	Peacekeeping forces were sent.
Action Taken to Stop the Conflict	For three years, UN forces fought to defeat the North Koreans. (Students may recount many of the actual events.)	These forces were to patrol the ceasefire zone until a permanent peace agreement could be reached.
Achievements – Results of UN Involvement	Nothing was achieved. Many soldiers and civilians died. Korea still remains divided at the 38th parallel although it can be argued that South Korea is still “free.”	They succeeded in preventing further fighting in the ceasefire area until 1967 when ordered out by Nasser.

2. Answers will vary. Paragraphs should include some of the following points:

- The policy of containment was designed to restrict communism to the countries it already controlled and not let it spread to new nations. The policy was prompted by the success of communism, particularly in Europe. The American government wanted to stop this spread of communism. They thought the best method to achieve containment would be to form alliances with countries that might be threatened by communism. The result was that in the late 1940s and early 1950s, the United States negotiated a number of military alliances.
- Some examples of alliances are NATO, SEATO, ANZUS, Rio Inter-American Defence Treaty, NORAD, and American-Japanese Security Pact.

Section 4: Superpower Interaction in Central America

Key Concepts

- brinkmanship
- balance of power
- Cold War

Section 4 focuses on the Cuban Missile Crisis as an example of a flare-up in the tensions between the superpowers. Students should see how the superpowers did not tolerate interference in their spheres of influence and how nuclear weapons can have both a stabilizing and a destabilizing effect.

Section 4 Assignment (10 marks)

Answers will vary. Paragraphs should include some of the following points:

- It was a truly frightening situation when both superpowers realized just how dangerous the world situation had become.
- They now recognized the destructive powers of their nuclear arsenals.
- If these forces were unleashed, it could mean unimaginable destruction.
- Both sides seemed to feel that a better way had to be found to deal with confrontation.
- Brinkmanship was just too dangerous.
- A hotline was installed to expedite communication.
- This period of improved relations became known as detente.

Final Module Assignment (45 marks)

Part A: Multiple Choice

- | | |
|------|-------|
| 1. B | 9. C |
| 2. B | 10. C |
| 3. B | 11. C |
| 4. A | 12. D |
| 5. B | 13. C |
| 6. D | 14. A |
| 7. A | 15. D |
| 8. D | |

Part B: Essay Assignment

I. Introduction: Explanation of the Issue

- The question is important because the answer to it determines whether a superpower will work toward maintaining its own national security or whether it will work with other nations at achieving global collective security.
- The alternative positions and justifications could be as follows:
 - Yes, a superpower should establish spheres of influence. This is necessary to maintain political and economic stability in a region and to protect national and regional interests (security, prestige, prosperity, sovereignty).
 - No, a superpower should not establish spheres of influence. This is because it threatens the independence (sovereignty) of weaker nations. It also threatens the peace and security within a region and throughout the world, and increases the likelihood of confrontation.
- There should be a clear statement of the writer's position.

II. Body

Yes	No
<p>Argument 1: Spheres of influence help to protect weaker nations from aggression.</p> <p>Argument 2: National interests are served by establishing spheres of influence.</p> <ul style="list-style-type: none"> Economic Interests <ul style="list-style-type: none"> Superpower gains access to resources and markets. Belonging to a sphere of influence helps to develop the economies of smaller nations through trade, foreign aid, development projects, and technology exchanges. Political Interests <ul style="list-style-type: none"> Common political ideologies maintain stability in a region. Defence of a region is easier to achieve. <p>Argument 3: Spheres of influence help to prevent major confrontations from occurring.</p> <ul style="list-style-type: none"> others affairs (i.e., Hungary) would support Argument 3. 	<p>Argument 1: When a major power establishes a sphere of influence, the sovereignty of smaller, weaker nations is threatened (they lose their economic and political independence).</p> <p>Argument 2: There is an increased likelihood of direct confrontation between superpowers if either encroaches upon the other's sphere of influence.</p>
Yes	No
<p>Example/Case Study 1:</p> <ul style="list-style-type: none"> A discussion of the goals and membership of NATO and the Warsaw Pact would support Argument 1. <p>Example/Case Study 2:</p> <ul style="list-style-type: none"> A discussion of the Marshall Plan aid to Western Bloc nations and Comecon aid to Eastern Bloc nations would support Argument 2. A discussion of how superpowers stay out of each 	<p>Example/Case Study 1:</p> <ul style="list-style-type: none"> A discussion of Hungary and its attempts at achieving independence would support Argument 1. <p>Example/Case Study 2:</p> <ul style="list-style-type: none"> The Cuban Missile Crisis is an excellent case study for Argument 2.

There are many examples or case studies students can use. The important point is that they use factual evidence in some way to support the arguments they have made.

III. Conclusion

- No new arguments should appear here. The students' positions should be summarized.

Marks should be awarded on the basis of spelling, grammar, syntax, organization of ideas, and the use of social studies vocabulary.

Module 8 : Maintaining Peace and Security of Nations, 1963–Present

Overview

Module 8 deals with the period of international relations from 1963 – just after the Cuban Missile Crisis – to the present. The major focus of the module is on the superpowers and their profound effect on global relations since the Cuban Crisis.

The module moves from a general discussion of the concept of “superpower” through a number of examples of direct and indirect superpower interactions. These Soviet-U.S. relations often had profound effects on the international community.

The major theme underlying the module is that, after experiencing the almost disastrous Cuban Missile Crisis, the U.S.A. and the USSR consistently avoided repeating any direct confrontations that may have resulted in nuclear war. This did not mean that the U.S. and the USSR stopped interfering in various international incidents. Both superpowers were guilty of interference in other nations’ self-determination on every continent of the world. But the powerful deterrent of nuclear holocaust caused the superpowers to use proxy wars and Cold War threats, rather than direct confrontation, to further their interests.

The doctrine of mutual deterrence, which stems from the concept of Mutual Assured Destruction (MAD), is a basic concept within this module. Mutual deterrence dominated superpower relations – and as a result, global relations – from 1963 to the collapse of the Soviet Union at the end of 1991. It was at the heart of the early nuclear tests, test ban treaties, and arms control talks. Deterrence profoundly affected the causes, developments, and outcomes of conflicts such as the Vietnam War; the Arab-Israeli Crisis; Central American hostilities in Nicaragua and El Salvador; and confrontations in Afghanistan, Africa, and Europe.

Yet with each confrontation in the last three decades, there have been great attempts at compromise. It is to be hoped that the future will bring more responsibility and cooperation, not only between the United States and the Commonwealth of Independent States, but within the entire global community.

MODULE 8

Maintaining Peace and Security of Nations, 1963–Present

Section 1: Nuclear Weapons and Superpower Interactions

Section 2: Spheres of Influence and Global Interactions

Section 3: Economic Development and Global Interactions

Section 4: Global Responsibility and Cooperation

Section 5: Global Peace and the Emergence of New States

Evaluation

The evaluation of the module will be based on three section assignments and one final module assignment:

Section 1 Assignment	20 marks
Section 2 Assignment	25 marks
Section 3 Assignment	15 marks
Final Module Assignment	40 marks
TOTAL	100 marks

Teaching Suggestions

There are a number of video programs that would prove effective in introducing the module. One is *The Four Horsemen*, which would make a good opener. (It would serve as an excellent closing videotape as well.)

This videotape shows the destructive influence both superpowers had on El Salvador in Central America, Beirut in Lebanon in the Middle East, and Ethiopia in Africa. It demonstrates the effect of superpower interference and the effect of war on the people of the various countries who were caught between two enemy armies that were supported principally by the U.S.A. and the USSR.

It is important that you caution students that the pictures in this program present war in a very graphic way. Some may be too emotionally affected by the videotape, and they should be given every opportunity to opt out of viewing it and to complete an alternative assignment.

Section 1: Nuclear Weapons and Superpower Interactions

Key Concepts

- superpower
- mutual assured destruction
- peaceful coexistence
- détente
- global security
- total nuclear war
- disarmament
- mutual deterrence

This section defines the concept “superpower,” and compares and contrasts the key characteristics of the U.S.A. and the USSR that distinguished them as superpowers. The probable effects of a nuclear blast, the impact of nuclear weapons on superpower relations, and the notion of the “doomsday clock” are all discussed.

Teaching Suggestions

Use caution when discussing the effects of a nuclear blast. This is a very emotional topic and some high school students may react strongly to its presentation.

A map assignment could accompany this activity. Have students adapt the graphic showing the extent of damage of a nuclear blast to a major centre, possibly a centre near where they live.

A number of videotapes are available on this topic:

- “Notes on Nuclear War” – from the Gwyn Dyer series *War*
This program deals with the technical side of the arms race and nuclear weapons capability. It is informative and understandable.
- *The Day After* – a dramatization of a fictional nuclear attack on an actual place – Lawrence, Kansas
Although the scenerio presented in this program is rather optimistic, caution must be exercised when using the videotape.
- *Threads* – a much more realistic docudrama, which graphically shows the effect of a total nuclear attack on England, specifically, London
The videotape spans decades and demonstates in detail the effects of a nuclear attack from the blast at ground zero, to nuclear winter and the long-term environmental, social, political, economic, and health effects of nuclear war.

Allow any student not wishing to view these videos to complete another activity in another location.

All social studies teachers should encourage their students to become involved in their world. A possible social action project may be to have students write to their members of Parliament, minister of defence, minister of external affairs, or Canadian ambassador to the United Nations, stating their views on Canada’s participation in the arms race.

Section 1 Assignment (20 marks)

Students' answers to this assignment will vary; what follows are possible responses to be used as guidelines in evaluating students' answers.

	Supporters of Nuclear Weapons	Critics of Nuclear Weapons
Global Security	Nuclear weapons are the only stabilizing influence that effectively discourages superpower conflict through mutual deterrence.	The threat of nuclear weapons creates an unstable world poised on the brink of war.
Arms Race	This maintains the balance of power between the superpowers and their allies. It is necessary so that neither the U.S.A. nor the USSR is tempted to attack the other.	It is unnecessary to continue an arms race when the superpowers already can destroy the world many times over. It encourages hostile feelings between NATO and the Warsaw Pact.
Proliferation	Many nations feel so threatened that they feel they must have nuclear weapons to sustain their security.	This further places the world in an unstable condition. The more countries that have nuclear weapons, the greater the chance of a mistake or an attack.
Balance of Power	This must to be maintained by the superpowers and their allies to maintain global security. Balance of power is the basis of mutual deterrence, which has prevented a major world war.	It can be maintained without nuclear weapons, or it can be maintained with fewer nuclear weapons.

Section 2: Spheres of Influence and Global Interactions

Key Concepts

- proxy wars
- sphere of influence
- expansionism
- balance of power
- independence
- self-determination
- guerrilla warfare
- domino effect
- escalation

After 1963, both the U.S.A. and the USSR attempted to further their economic and ideological interests in almost every area of the world. At best they competed for territory, resources, or popular support. At worst, they were drawn into confrontations and wars. This was particularly important to each superpower's respective sphere of influence, and it is the focus of Section 2.

Teaching Suggestions

The War in Vietnam

Videotapes/movies: If you use any of these movies, be careful to point out that they are American productions, and even though they may have an antiwar theme, may contain an inherent western bias.

Fiction

- *Platoon*
- *Apocalypse Now*
- *The Deer Hunter*

Nonfiction

A very long, but well-produced series – *The Ten Thousand Day War*

The USSR and its Sphere of Influence

Gorbachev's policies of *glasnost* and *perestroika* brought many changes to the former Soviet Union and its satellites. As of January 1, 1992, the Soviet Union ceased to exist. Students should be encouraged to follow current developments in the former USSR.

The American Sphere of Influence – Central America

Current events unfold daily in Central America. It is important that students follow these as they develop. A brief research paper may be appropriate.

Section 2 Assignment (25 marks)

1. Paragraphs will vary but should include most of the following points:

- The Americans were understandably upset at how quickly communism had spread after World War II. They failed to take into account that in the case of eastern Europe it was imposed by the Soviet occupation forces.
- When Eisenhower mentioned the domino effect, the Americans became obsessed with the fear that communism would continue to spread.
- In Europe, the Americans had taken a strong stand against communism through the Truman Doctrine, the policy of containment and the formation of NATO.
- The policy of containment carried over to Vietnam.
- To justify their presence, the Americans cited the domino effect. As the U.S. saw it, if South Vietnam fell, then the other countries of Southeast Asia would fall.
- The Americans followed a similar path to what they did in Europe. They negotiated an alliance called the Southeast Asian Treaty Organization.
- The U.S. supported the French in their struggle against Ho Chi Minh.
- After the French were defeated, the Americans started to help South Vietnam with money, arms, and finally troops.
- As North Vietnam escalated the guerrilla activity against the South, the Americans escalated their troop commitments to the South.
- Advanced technology was of little advantage. The jungle conditions made it impossible for the Americans to win the war.
- The U.S. was humiliated by having to pull out of Vietnam. The final insult occurred when South Vietnam collapsed.

2. Answers will vary. Some points to be included follow:

- The terrain of the countries was completely different, but the methods used were similar.
- The Mujahedeen and the Viet Cong knew their own countries.
- They were able to hide or seek shelter with friendly people in the countryside.
- Both used guerrilla attacks against their enemies.
- The Soviets in Afghanistan, like the Americans in Vietnam, were not able to control the countryside.
- Both invaders suffered from surprise attacks on their convoys and supply lines.
- Neither the Soviet Union nor the United States were able to meet their objectives.

3. Answers will vary but students should note the following:

- Many Americans felt that their policy in Cuba was too soft.
- The communists, through Castro, were able to establish a base in the American sphere of influence.
- Some believed that the Americans should have invaded Cuba to get rid of Castro.
- Reagan was not going to make the same mistake by allowing communists to become established in Grenada.
- When it appeared that Grenada was drifting to the communist camp and a possible alliance with the Soviet Union, Reagan took action, ordering a military invasion. He was not going to allow the communists to establish another base in the American sphere of influence.
- There was evidence that the Cubans were helping Grenada, further proof that the Americans should have taken a stronger stand against Cuba. It also supported the American belief in the domino theory that if a country has a communist government they tend to try and spread the revolution to their neighbours. This further justified the invasion of Grenada.

Section 3: Economic Development and Global Interactions

Key Concepts

- | | |
|-----------------------------|------------------------|
| • tariff | • cartel |
| • economic cooperation | • regional cooperation |
| • multinational corporation | • decolonization |

This section shows how recent national, continental, and global economic developments have influenced international relations.

Teaching Suggestions

Students might want to let their politicians know their feelings on the Free Trade Agreement and NAFTA.

Section 3 Assignment (15 marks)

1. Answers will vary but should mention the following points:

- The relationship arises because of the United Nations belief that many conflicts are the result of grinding poverty causing human misery and the belief that if some of the misery can be eased, the chances of conflict can be reduced.
- The UN objective through the various agencies is to improve the health and educational standards in the poor countries.
- Through economic cooperation, living conditions can be improved, which helps to prevent violence.
- The whole cooperative effort of the United Nations is directed to the development of the depressed economies of the world.

2. Answers will vary but should include the following points:

Relationships:

- An objective of GATT is to increase economic cooperation by establishing the lowest possible tariffs. The decrease in tariffs removes barriers to trade, the result is freer trade.
- An objective of GATT is to reduce tariffs so economic giants cannot dominate world trade and prevent smaller nations from breaking through the tariff barriers. This results in freer trade.
- GATT wants to give the smaller nations a chance to compete on an equal footing. Economic prosperity is more easily achieved in an atmosphere of free trade. Markets are expanded and increased competition improves products and reduces the prices for consumers.

Section 4: Global Responsibility and Cooperation

Key Concepts

- | | |
|--------------------------------|------------------------|
| • disarmament | • peaceful coexistence |
| • détente | • escalation |
| • humanitarianism | • brinkmanship |
| • environmental responsibility | • arms control |
| • mutual deterrence | • terrorism |
| • balance of power | • human rights |

Section four deals with three major themes:

- cooperation
- human rights
- environmental responsibility

Teaching Suggestions

Here is a list of activities that might prove useful – and enjoyable.

- Have the class debate the topic of arms control and disarmament versus the arms race (mutual deterrence).
- Establish a nuclear-free zone at your school or community.

The videotape *If You Love This Planet*, an antinuclear speech given by Dr. Helen Caldicott, should prove very interesting.

- Encourage students to join Amnesty International and participate in their letter-writing campaigns.
- Students could research the activities of organizations like Greenpeace.
- Have students do a research paper on the Canadian government's policies and actions regarding the environment, e.g., acid rain or the greenhouse effect.

Several suggestions for review activities that grade twelve students may enjoy:

- Trivial Pursuit: This is easily adaptable to this material. Have students make ten to twenty questions and answers each, categorize them, and then put them all together. If done properly, this game can be used every year.
- fact bees: Friendly competition between rows or groups can help.

The videotape *The Four Horsemen* is a good review film.

Section 5: Global Peace and the Emergence of New States

Key Concepts

- 1989 Revolutions
- German reunification
- disintegration of states
- changing economic conditions
- range of political choice
- ethnic conflict
- changes in peacekeeping roles
- new challenges to keeping global peace
- preparing to write examinations

This section covers the Eastern European Revolutions that led to the collapse of communist governments in these countries in late 1989. This led to further changes such as the reunification of East and West Germany in 1990. These changes in Eastern Europe, formerly part of the Soviet sphere of influence, and other factors led to the collapse of the Soviet Union which ceased to exist as of January 1, 1992. People in this part of the world were being given a range of political choice for the first time since the end of World War II. Economic conditions were also responsible for changes that were occurring. Further disintegration of states was witnessed with the division of Czechoslovakia and the breaking apart of Yugoslavia. Ethnic conflicts in some of these areas seriously threaten global peace and challenge peacekeeping by groups such as the United Nations.

The last activity in this section is designed to help students prepare for their final examination for this course and to provide them with information for the diploma examination that they will have to write. They will be given sample questions from former diploma examinations and advice on how to best complete a diploma examination.

A lengthy summary has been included in this, the final module of Social Studies 30.

Teaching Suggestions

Students need to be encouraged to follow the media – television news, newspaper and magazine articles – and other available information to keep current on what is happening around the globe. Developments in the Commonwealth of Independent States, Bosnia, and other parts of the world should be followed. Diploma Examinations expect students to have a knowledge of current events.

Final Module Assignment (40 marks)

Part A: Multiple Choice

- | | |
|------|-------|
| 1. A | 6. C |
| 2. D | 7. D |
| 3. C | 8. B |
| 4. B | 9. C |
| 5. A | 10. D |

Part B: Written Response

Mark this essay according to the criteria laid down in the Assignment Booklet. Be sure that students have structured their essays properly. Check to see that logical arguments are presented, backed up by appropriate facts. Make sure that little emotional appeal is present.

What follows is a chart outlining possible arguments and supporting examples for each of the four possible suggestions. Use this chart as a guide only.

Position	Arguments	Case Studies/Examples
A. International agreements best achieve national goals.	<ul style="list-style-type: none"> • International agreements promote peace and security between nations. • International agreements enhance the prosperity of nations. • International agreements promote human dignity. 	<ul style="list-style-type: none"> • Kellogg-Briand Pact • UN successes, e.g., Suez Crisis • NATO/Warsaw Pact and other alliances • UN, (ECOSOC, UNESCO) • EEC, IBRD, GATT, • UN <i>Declaration of Human Rights</i>
B. Confrontation best achieves national goals.	<ul style="list-style-type: none"> • Confrontation is necessary to achieve <ul style="list-style-type: none"> – economic security – power and prestige – national security – ideological goals 	<ul style="list-style-type: none"> • Japanese expansion into Manchuria • Suez Crisis • Hitler's and Mussolini's policies of expansion • Cuban Missile Crisis, Berlin Crisis • Korean War, Vietnam War, Central American disputes
C. Policies of isolationism and nonalignment best achieve national goals	<ul style="list-style-type: none"> • Isolationism avoids entanglements in the affairs of other nations. • Nonalignment allows nations to maintain independence by being free of power-bloc alliances. 	<ul style="list-style-type: none"> • U.S. isolationism after World War I and during early years of World War II • Yugoslavia's movement for independence under Tito's rule
D. Both cooperation and confrontation achieve national goals.	<ul style="list-style-type: none"> • Nations use international organization to meet national self-interests or to prevent escalation of confrontation. • Nations use confrontation when international agreements fail. 	<ul style="list-style-type: none"> • examples of nations that have entered into international agreements, but which at the same time have entered into direct confrontation, e.g., U.S.A./USSR (both being members of UN, but yet entered into the Cuban Missile Crisis and Vietnam War) • peacekeeping forces, e.g., Suez, Korea • examples of situations solved by confrontation when attempts at agreement failed (See B. for examples.)

Final Test

Included here is the answer key to the final test and the student's copy of the final test which is designed for photocopying and possible faxing.

Note:

The answer key and student's copy of this final test should be kept secure by the teacher. Students should not have access to this test until it is assigned in a supervised situation. The answers should be stored securely and retained by the teacher at all times.

SOCIAL STUDIES 30

FINAL TEST ANSWER KEY

Part A: Multiple Choice (70 marks)

1. D	15. B	29. D	43. A	57. A
2. B	16. B	30. A	44. C	58. A
3. D	17. D	31. B	45. B	59. B
4. D	18. B	32. C	46. C	60. C
5. A	19. C	33. B	47. A	61. A
6. B	20. A	34. C	48. D	62. C
7. B	21. C	35. A	49. B	63. B
8. B	22. A	36. B	50. A	64. B
9. D	23. B	37. D	51. C	65. A
10. C	24. D	38. C	52. C	66. D
11. B	25. B	39. B	53. A	67. A
12. A	26. A	40. A	54. A	68. D
13. B	27. D	41. D	55. B	69. A
14. A	28. A	42. C	56. A	70. C

Part B: Written Response (30 marks)

TOPIC 1: TO WHAT EXTENT SHOULD GOVERNMENTS BE INVOLVED IN PLANNING THE ECONOMY?

Defining the issue, identifying points of view, and discussing assumptions

Possible points of view

- More government involvement is needed.
- Less government involvement is needed.
- Current levels of government involvement should be maintained.
- More (or less) government involvement is required in one sector of the economy, but not in another.

Assumptions

- The proposed position will uphold or maximize the values that the student or the general society holds to be paramount.
- The proposed position reflects widespread public attitudes or expectations.
- A recognized and scholarly authority, such as political or economic theorist, government commission, or historian supports the proposed position.

Defending the position

Possible examples of ways in which students might structure their arguments:

- The positive, or negative, consequences of more (or less) government involvement in the economy are presented, leading the students to make valid conclusions supporting their positions.
- A comparison of both the positive and negative consequences of either more or less involvement is presented, leading the students to draw valid conclusions supporting their positions.

Describing examples

The students will be marked on the relevance, accuracy, and comprehensiveness of the descriptions of examples or case studies they have chosen. A partial list of relevant examples and case studies is given below. Markers should note that the listing is by no means complete and is only intended as a general guide.

- the reconstruction of the United States' economy under Roosevelt's New Deal during the Depression
- the reconstruction of the postwar German economy under the Nazi party following the runaway inflation and economic depression of the Weimar Republic
- the historical and ideological commitment of Sweden to indicate planning and intervention in the economy to prevent economic dislocation
- the historical and ideological commitment of the USSR to central planning
- the ideological commitment of the Reagan administration to deregulation and the free play of market forces even during recession
- Canada's historical and continuing attempts to intervene in the economy (e.g., wage and price controls, 1974; employment creation programs, transfer payments)
- provincial government policies
- Smith/Marx
- EEC/GATT
- communism – China
- Thatcherism

TOPIC 2: SHOULD NATIONS PURSUE ISOLATIONIST POLICIES?**Defining the issue, identifying points of view, and discussing assumptions****Possible points of view**

- Nations should adopt or maintain isolationist policies.
- Nations should actively participate in international affairs.
- Some nations should actively participate in international affairs, while others should adopt isolationist policies.

Assumptions

Examples of some of the assumptions and premises that students might base their arguments on are listed as follows.

- Their proposed position will uphold or maximize the values that the student or general society hold to be paramount (e.g., how adopting isolationism will reduce the dangers of the nations's becoming involved in external conflicts while preserving freedom of action).
- Their proposed position reflects widespread public attitudes or expectations (e.g., how the American policy of isolationism during the interwar period reflected a commitment to keeping American troops out of foreign wars).
- Their position is supported by a recognized authority such as a social theorist, historian, government commission, or court ruling, etc. (e.g., how many historians attribute the failure of the League of Nations to the refusal by Congress to ratify American participation?).

Defending the position

Examples of some of the ways that students might structure their arguments to defend a position on the issue are listed.

- The positive or negative consequences of adopting isolationist policies are presented, leading students to draw valid conclusions supporting their positions (e.g., the negative consequences of American isolationism during the interwar period, leading to the position that nations should actively participate in world affairs).
- A comparison of both the positive and negative consequences of either isolationism or active participation in world affairs is presented, leading the students to draw valid conclusions supporting their position (e.g., the advantages and disadvantages of Canada's participation in various collective security systems, concluding that Canada should or should not adopt more isolationist policies).

Describing examples

The students will be marked on the accuracy and comprehensiveness of the examples or case studies they have chosen to use as evidence to support their arguments. A partial list of relevant examples and case studies is given. Markers should note that the listing is by no means complete and is only intended as a guide.

- the determination of the United States to remain aloof from European conflicts following World War I and the American Congress' refusal to ratify participation in the League of Nations
- the determination of some Third World nations, such as India and Indonesia, to avoid entanglement with superpower alliance systems by pursuing nonalignment and isolationism
- the determination of the Swiss to pursue isolationism and neutrality to the point of refusing to join the United Nations
- the isolationism of the Swedish government and its successful avoidance of conflict since the Napoleonic Era
- the "Splendid Isolation" of the British Empire at the turn of the century through reliance on its own colonies for resources and military strength
- the active participation of many nations in international organizations, such as the United Nations, as a vital aspect of their foreign policy
- the determination of the United States to contain communism and its active participation in world affairs following World War II
- the active membership of many nations in regional organizations or alliances, such as NATO, as a vital part of their foreign policy

SOCIAL STUDIES 30

FINAL TEST

GENERAL INSTRUCTIONS

YOU HAVE **TWO-AND-A-HALF** HOURS TO COMPLETE THIS TEST. Work through the entire test answering the questions you are sure you know. You will then be able to concentrate on the questions about which you are not quite sure.

TOTAL MARKS: 100

PART A: Multiple Choice . 70 marks

PART B: Written Response 30 marks

Value**PART A: MULTIPLE CHOICE****70**

Suggested time: 70 minutes

All multiple-choice questions must be answered on the Part A Response Page included in your test.

Read each question carefully and decide which of the choices **BEST** completes the statement or answers the question. Locate the question number on the Response Page and place your answer in the corresponding blank.

1. Which of the following examples of citizen participation is **most** essential to a democracy?
 - A. becoming a member of a political party
 - B. participating in a public opinion poll
 - C. contributing financially to an election campaign
 - D. exercising one's franchise through a secret ballot
2. The political processes found in the United States and Canada differ, primarily in their use of
 - A. the free press
 - B. executive power
 - C. the secret ballot
 - D. public opinion polls
3. The type of political organization that allows for the **most** individual participation in decision making is
 - A. representative democracy
 - B. parliamentary democracy
 - C. responsible democracy
 - D. direct democracy
4. Of the following statements, which is **most** consistent with the current western view of parliamentary democracy?
 - A. Democracy is a part of a divine plan for mankind.
 - B. Government should protect citizens from foreign ideas.
 - C. Democracy requires consensus among competing political parties.
 - D. Government should promote the welfare of the individual.
5. Freedom of speech and assembly in a democracy are **best** recognized by
 - A. providing constitutional guarantees against censorship
 - B. suppressing radical political parties and hate groups
 - C. allowing emergency government powers during a crisis
 - D. enforcing cabinet solidarity during press conferences

Use the political views that follow to answer question 6.

Expression of Political Views

I will support substantial change if it is legally accomplished.
I am more inclined to change than to “stay put.”
I will tolerate some disorder to promote individual freedom.
I am optimistic and trusting about human nature.

6. The political views expressed here are characteristic of a
- | | |
|-----------------|----------------|
| A. conservative | C. radical |
| B. liberal | D. reactionary |
7. The belief that every Canadian has the right to life, liberty, and security implies that
- | |
|--|
| A. government alone is the source of human rights |
| B. individual rights are intrinsic and inalienable |
| C. peace and order matter more than acquiring private property |
| D. human equality derives essentially from religious beliefs |
8. “In its simplest form, due process of law should protect the individual from arbitrary government action.” This opinion places the highest priority on
- | | |
|-------------------|---------------------|
| A. social control | C. legal tradition |
| B. civil liberty | D. government power |

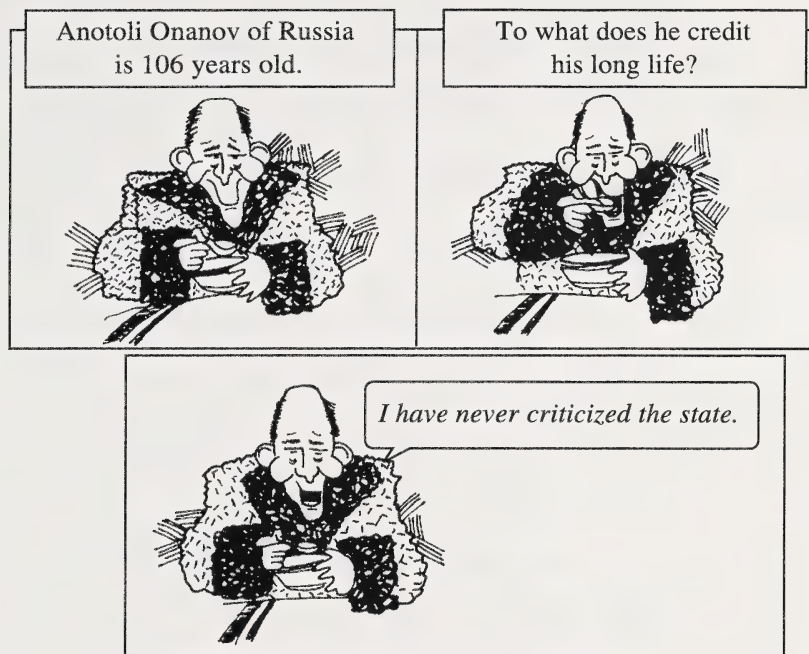
Use the statement that follows to answer question 9.

Leaders must win and maintain support, for they cannot lead if no one will follow. Leaders must communicate with citizens and be responsive to their wishes; no leader can afford to antagonize continuously those whom he leads.

— twentieth-century politician

9. A dictator who agreed with this statement would consider which technique of maintaining power **least** appropriate?
- | |
|---|
| A. the use of indoctrination and propaganda |
| B. the redirection of popular discontent |
| C. the use of controlled participation |
| D. the use of force and terror |

Use the cartoon that follows to answer question 10.



10. The humour in the cartoon is based on a common western bias that the Soviet Union was
- A. committed to achieving military superiority
 - B. a "cradle-to-grave" welfare state
 - C. a completely totalitarian state
 - D. committed to communist expansion
11. In a model dictatorship, the primary function of the media is to
- A. gauge public opinion to determine party policies
 - B. promote party propaganda to indoctrinate the citizenship
 - C. stifle the growth of opposition parties and dissident groups
 - D. channel public complaints and act as the unofficial opposition
12. In a democratic system, placing responsibility for current economic problems on previous government administrations compares with which technique of dictatorship?
- A. direction of popular discontent
 - B. indoctrination and propaganda
 - C. controlled participation
 - D. force and coercion

13. The Enabling Act of 1933 was important to Hitler's leadership of Germany because it
- A. allowed unlimited anti-Semitic activity
 - B. removed the presidential check on his power
 - C. encouraged the formation of a Nazi youth movement
 - D. provided the economic support needed by the Nazi party
14. Historically, which organization held supreme executive authority in the Soviet Union?
- A. The Politburo
 - B. The Secretariat
 - C. The Central Committee
 - D. The All Union Party Congress
15. While authoritarian governments with self-appointed elites are undemocratic, such governments
- A. must only follow the general will of the people
 - B. do not always lack popular approval and support
 - C. must use only force and terror to stay in power
 - D. do not always acquire dictatorial characteristics
16. A government could **best** be described as a dictatorship if
- A. it has the power to enforce laws
 - B. political competition is prohibited
 - C. private ownership of property is abolished
 - D. a majority of citizens accepts its leadership
17. When the government of a mixed economy raises interest rates on consumer loans, the economic goal is to
- A. increase per capita income
 - B. reduce unemployment
 - C. increase productivity
 - D. reduce inflation

Use the information that follows to answer question 18.

<p>Person X believes that legislation should meet these standards:</p> <ul style="list-style-type: none">• increase the powers of the central government to solve national, economic, and social problems• increase the number of transfer payments• promote general welfare through a system of progressive taxation	<p>Person Y believes that legislation should meet these standards:</p> <ul style="list-style-type: none">• maintain the power of the federal government only if that government respects the power of provincial and local governments• encourage, by noninterference, the honest operation of business and industry• control inflation by restricting government expenditures
---	--

18. The decision by the Canadian government to increase its involvement in energy exploration and development would be viewed as
- A. inappropriate by Person X, but appropriate by Person Y
 - B. appropriate by Person X, but inappropriate by Person Y
 - C. inappropriate by both Person X and Person Y
 - D. appropriate by both Person X and Person Y
19. When the Bank of Canada lowers the bank rate, allowing chartered banks to lower their interest rates on loans, the **most** likely result is that
- A. the business cycle enters a brief period of recession
 - B. the costs of production tend to rise and then fall sharply
 - C. business activity expands because capital is more accessible
 - D. prices decline because the supply of capital exceeds the demand
20. To combat the problem of high unemployment in a mixed economy, the government would **most** likely
- A. increase government expenditures
 - B. decrease the supply of new money
 - C. increase income taxes
 - D. raise interest rates
21. Which of the following problems would **most** likely occur in a model market economy?
- A. competition between privately – and publicly – owned businesses for resources
 - B. decreased individual incentive and motivation
 - C. inequalities in the distribution of wealth
 - D. lack of responsiveness to public demand
22. A period of stable economic production combined with expanding consumer demand in the Canadian economy has tended to
- A. raise the level of inflation
 - B. increase the risk of recession
 - C. decrease the number of goods imported
 - D. lower the amount of money in circulation
23. By pursuing one's own interest, the individual unintentionally promotes society's interests more effectively. This belief is **most** consistent with the views of
- A. Karl Marx
 - B. Adam Smith
 - C. John Keynes
 - D. Robert Owen

Use the passage that follows to answer question 24.

Karl Marx's theory of dialectical _____ was basically a theory of historical change. It claimed that all social relations are determined by systems of _____ production. At all stages before socialism, _____ existed. Only after the proletariat has seized power and abolishes _____ will the process of change stop and society become a perfect community.

24. Which sequence of four terms would correctly complete the statements given in the preceding passage?
- A. socialism, economic, selfishness, militarism
 - B. socialism, industrial, dictatorship, equality
 - C. materialism, industrial, inequality, nationalism
 - D. materialism, economic, class warfare, private property

Use the following statements about the Swedish economy to answer questions 25 to 29.

- I. Sweden provides widespread public medical care, hospitalization, and old age pension services.
- II. Individual ownership and concentration of corporate power are higher in Sweden than in any other western European country.
- III. Private firms control the majority of the shipping, steel production, banking, and merchandising operations in Sweden.
- IV. Relatively few industries have been nationalized in Sweden.
- V. Taxes in Sweden are heavily progressive and are among the highest in the world.

25. According to the statements, Sweden, in the operation of its economy, attempts to balance the values of
- A. individual initiative and competition
 - B. individual freedom and public welfare
 - C. patriotic duty and self-advancement
 - D. economic security and generosity
26. To what extent should a government intervene in the economy? On this issue, the Swedish government has
- A. incorporated features of both public and private enterprise
 - B. encouraged public enterprise more than private enterprise
 - C. threatened to remove the major industrial monopolies
 - D. restricted the growth of capitalist expansion

27. Which statement would supporters of a private enterprise system **most likely** use as a criticism of the Swedish welfare state?
- A. Statement II
B. Statement III
C. Statement IV
D. Statement V
28. From the statements, one may conclude that
- A. Sweden's economic system is clearly a mixed economy
B. Sweden regulates its economy through nationalization
C. Sweden is a socialist state that relies on central planning
D. Sweden's economic system emphasizes public, over private, enterprise
29. Those Swedish government actions that would be **most disappointing** to a supporter of the principles of a centrally-planned economy are found in
- A. Statements I and V only
B. Statements II and IV only
C. Statements I, III, and V
D. Statements II, III, and IV
30. The idea that the institutions of society and events of history are basically determined by economic forces is **most** closely associated with
- A. Marxist writers
B. fascist dictators
C. Keynesian economists
D. anarchist philosophers
31. Many contemporary socialist writers differ from the original position of Karl Marx in that they advocate
- A. violent revolution to change the organization of society
B. gradual reform in society to cure its economic ills
C. the elimination of the working classes
D. the preservation of a ruling elite
32. What political and economic reform of Mikhail Gorbachev is correctly matched with its consequence?
- A. *Perestroika* – more central economic planning
B. *Glasnost* – more surveillance of dissidents
C. *Perestroika* – greater foreign investment
D. *Glasnost* – tighter censorship laws

Use the chart that follows to answer questions 33 to 35.

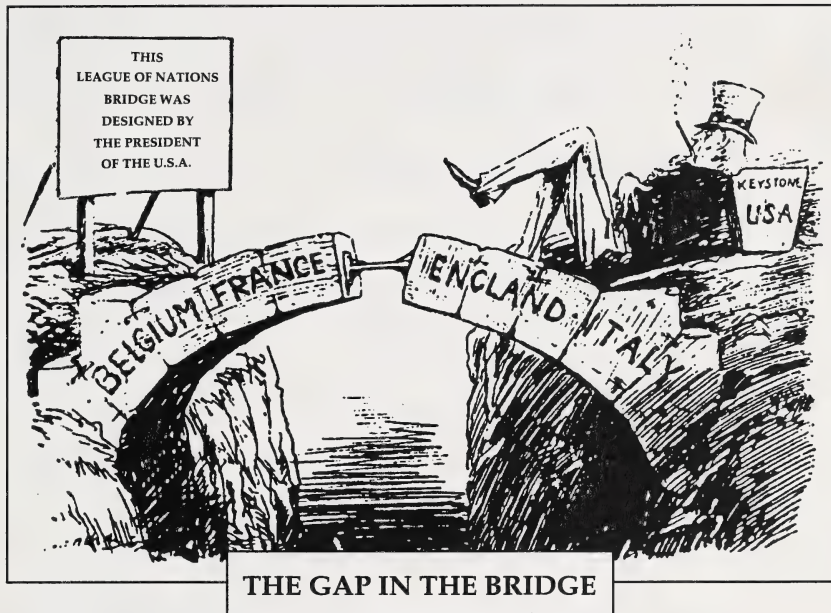
Characteristics of Political and Economic Systems

	System I	System II	System III	System IV
Production	Command	Cooperative	Collective	Competitive
Property	Private	Public and Private	Public	Private
Power	Autocratic	Constitutional	Party	Constitutional
Decision Making	Authoritative	Representative	Authoritative	Representative

Note: This chart represents one way of categorizing political and economic systems.

33. System II is **most** similar to the ideology practised today in
- A. the U.S.A.
 - B. Sweden
 - C. Japan
 - D. Cuba
34. The goals of System IV would typically lead to an economic strategy that encourages
- A. a progressive income tax structure
 - B. the formation of Crown corporations
 - C. entrepreneurship in the market place
 - D. foreign ownership of major industries
35. To solve the problems of economic recession and rising unemployment, a supporter of System II would **most** likely recommend
- A. increased government spending
 - B. increased interest rates
 - C. wage and price controls
 - D. fiscal restraint

Use the following cartoon to respond to question 36.



36. The cartoon indicates the U.S.A.'s
- A. late entry as a member of the League of Nations
 - B. decision not to join the League of Nations
 - C. refusal to take collective action, even though it was a member of the League of Nations
 - D. opposition to Belgium and France in favour of support for England and Italy in matters concerning the League of Nations
37. Which of the following states was independent immediately prior to the breakup of the Austro-Hungarian Empire?
- A. Czechoslovakia
 - B. Yugoslavia
 - C. Poland
 - D. Serbia

Use the following quotation to answer question 38.

The members of the League undertake to respect and preserve against external aggression the territorial integrity and existing political independence of all members of the League.

— Article X, *League of Nations Charter*

38. This article of the League was violated by
- A. Great Britain with regard to India
 - B. France with regard to Morocco
 - C. Italy with regard to Abyssinia
 - D. Japan with regard to Korea

Use the sources that follow to answer questions 39 to 43.

Source I

Excerpts from Wilson's Fourteen Points:

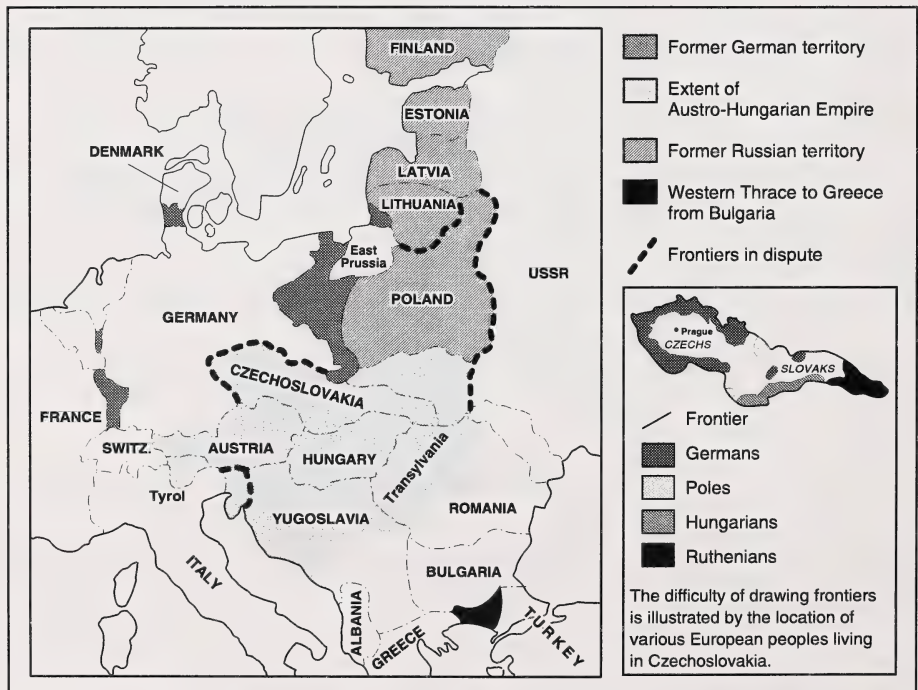
1. All Russian territory should be evacuated.
2. All French territory should be freed and the invaded portions restored.
3. The peoples of Austria-Hungary should be accorded the freest opportunity of autonomous development.
4. An independent Polish state should be set up that should include the territories inhabited by Polish populations.

Source II

Some provisions of the Treaty of Versailles:

1. The territories that were ceded to Germany are restored to France.
2. Germany acknowledges and will respect strictly the independence of Austria.
3. Germany recognizes the complete independence of the newly created nation of Czechoslovakia.
4. Germany recognizes the complete independence of the state of Poland.

Source III



39. On what issue do the sources focus?
- A. Should peace treaties attempt to implement plans for collective security?
 - B. Should peace treaties help former subject peoples realize their nationalist ambitions?
 - C. Should disarmament be an important goal of a peace treaty?
 - D. Should armed intervention be used to enforce a peace treaty?
40. Which opinion is **most** similar to those expressed in **Source I**?
- A. Historically distinct national groups should have the right to decide their own destinies.
 - B. Victorious nations should receive reparation payments for war damage.
 - C. New nations created from war should establish democratic governments.
 - D. Territories occupied during wartime should be returned to their former status.
41. The motive for the goals listed in **Sources I** and **II** originated from a strong belief in national
- A. prestige
 - B. security
 - C. prosperity
 - D. self-determination
42. **Source III** indicates that the postwar settlements in 1919 attempted to
- A. divide Poland between Germany and the USSR
 - B. prevent Slavic people from migrating into western Europe
 - C. create new borders to recognize autonomous ethnic groups
 - D. create an Austro-Hungarian Empire independent of German control
43. To gather data on the dissatisfaction that resulted from drawing a Czechoslovakian frontier, as indicated in **Source III**, which of the following newspaper articles would be **most** useful?
- A. Sudeten Germans Join Nazi Cause
 - B. Nazi-Soviet Pact Signed in Moscow
 - C. League Holds Saar Plebiscite
 - D. Danzig Declared a Free City

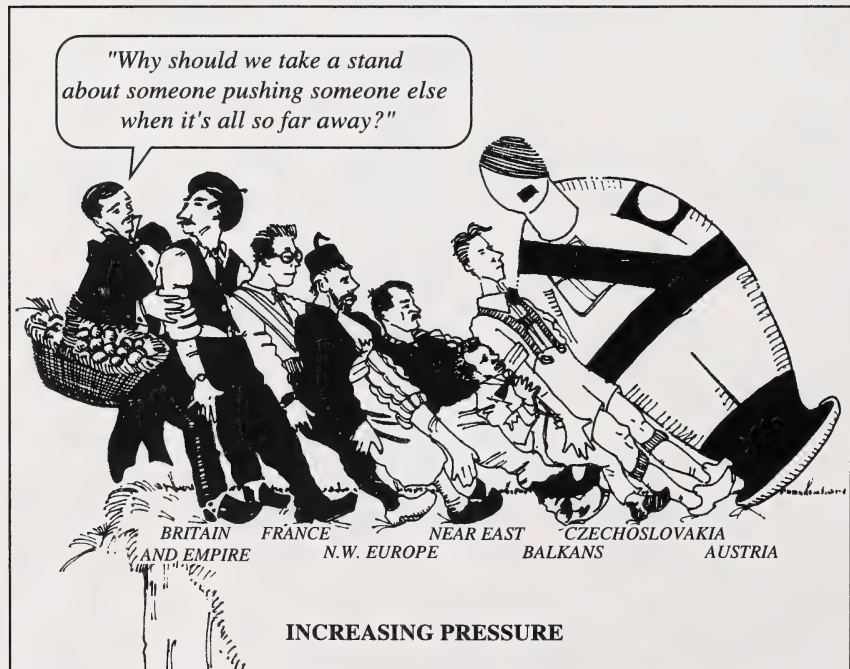
Use the following opinion to respond to question 44 and 45.

We may safely make the assumption that no state will be likely to challenge the power of the world community and that all will honour their commitment to take police action if aggression occurs.

44. According to the opinion, aggression could **best** be prevented by
- A. disarmament
 - B. détente
 - C. global collective security
 - D. national defence

45. The opinion reflects the need for
- A. national self-determination
 - B. international cooperation
 - C. a balance of power
 - D. a system of alliances
46. Both the Yalta and Potsdam conferences sought to
- A. terminate the fighting in Europe
 - B. de-Nazify Germany
 - C. facilitate the occupation of Germany
 - D. create an international organization following the war
47. Which of the following solutions to the 1930s problem of German living space would have been viewed as most desirable by a person who valued appeasement?
- A. having Germany expand into neighbouring countries
 - B. having Germany's enemies form alliances with Germany's neighbours
 - C. attacking Germany before it got too strong
 - D. reverting to a policy of isolationism against Germany

Use the cartoon that follows to answer question 48.



48. Which foreign policy supported by Great Britain and France is the cartoonist criticizing?
- A. the rearmament of nations threatened by imperialism
 - B. the settlement of territorial disputes through war
 - C. the containment of communist aggression
 - D. the appeasement of fascist expansion
49. One function of the Economic and Social Council of the UN is to
- A. settle boundary disputes between nations
 - B. promote respect for human rights
 - C. control the economic life of nations
 - D. regulate the use of atomic energy
50. In the United Nations the veto power may be used in the
- A. Security Council
 - B. General Assembly
 - C. Secretariat
 - D. International Court of Justice
51. The establishing of a "buffer zone" after World War II was a goal of
- A. the United States
 - B. Great Britain
 - C. the Soviet Union
 - D. France

Use the information that follows to answer questions 52 and 53.

One historian identifies the following events as important steps in the Cold War:

STEP 1: The Soviet takeover of Eastern Europe, 1945–47

STEP 2: Churchill's "Iron Curtain" speech, March 1946

STEP 3: The Truman Doctrine and Marshall Plan, March and June 1947

STEP 4: The setting-up of the Cominform, October 1947

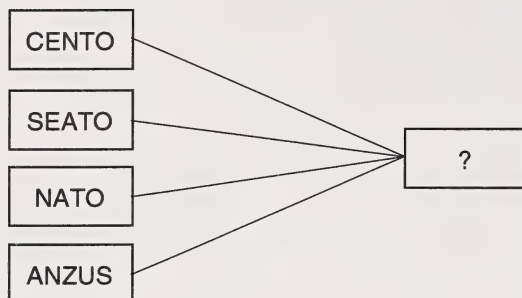
STEP 5: The communist coup in Czechoslovakia, February 1948

STEP 6: The Berlin Blockade, June 1948 to May 1949

52. All of these steps in the Cold War **most likely** led to the
- A. creation of a UN emergency police force
 - B. development of a thaw in East-West relations
 - C. formation of the North Atlantic Treaty organization
 - D. replacement of Soviet conventional forces with nuclear weapons

53. From the perspective of the Soviet Union, **Step 3** could be interpreted as an attempt by the United States to
- A. gain political and economic domination over western Europe
 - B. challenge the military superiority of the Warsaw Pact
 - C. rearm and revitalize the Nazis in Germany
 - D. discredit Soviet participation in the UN

Use the chart that follows to answer question 54.



54. The policy or action that would best complete the chart is
- A. containment
 - B. balance of power
 - C. mutual deterrence
 - D. sphere of influence

Use the quotation that follows to answer questions 55 and 56.

I believe that it must be the policy of the United States to support free people who are resisting attempted subjugation by armed minorities or outside pressures.

55. This quotation reflects the spirit of the
- A. European Recovery Program
 - B. Truman Doctrine
 - C. "Point Four" Program
 - D. Alliance for Progress
56. The American policy that is reflected in this quotation would be the
- A. Truman Doctrine
 - B. Monroe Doctrine
 - C. Manifest Destiny
 - D. Geneva Conventions
57. The Marshall Plan was a proposal that had which one of the following aims?
- A. to assist in European recovery from the effects of war
 - B. to ensure European security in the future from a militaristic Germany
 - C. to guide the European nations into accepting the idea of the United Nations
 - D. to plan for the speedy victory over Japan

58. Which newspaper headline **best** reflects the term *Cold War*?

- A. Moscow and Washington Diplomats Trade Charges of Aggression
- B. Global Conflict Seems Imminent
- C. United Nations' Prestige Drops to New Low
- D. Israeli Troops Withdraw from Sinai

Use the quotation that follows to answer question 59.

"People of Hungary: The Hungarian National Government, imbued with profound responsibility toward the Hungarian millions, declares the neutrality of the Hungarian People's Republic. The Hungarian People, on the basis of independence and equality in accordance with the spirit of the UN Charter, wishes to live in true friendship with its neighbours, the Soviet Union, and all people of the world"

– Imre Nagy, 1956

59. In the above selection, Imre Nagy, premier of Hungary, is basically

- A. attempting to develop better relations with neighbouring countries
- B. expressing his country's desire to pursue a course independent of foreign control
- C. illustrating to his people that he is not manipulated by outside powers
- D. proving to the world that he and Hungary are true supporters of the UN principles

60. The North Atlantic Treaty Organization (NATO) set up in 1949, was inspired by

- A. the actions of Castro in turning Cuba into a communist state
- B. American need for support in the Korean War
- C. the fear of Soviet aggression in western Europe
- D. the need to combine western forces to resist Japanese imperialism

61. From the American perspective, the geographical factor that played an essential part in the Cuban Missile Crisis was

- | | |
|--------------|---------------|
| A. location | C. topography |
| B. resources | D. demography |

62. The physical breakup of the Soviet Union in the early 1990s began with the granting of political independence to

- | | |
|---------------|-------------------------|
| A. Ukraine | C. the Baltic Republics |
| B. Belorussia | D. the Russian Republic |

Use the information that follows to answer questions 63 to 64.

The American View of the Situation in El Salvador

U.S. policy has, for many years, regarded Central America as an area where involvement is important, since it is close to the U.S.A. border.

By helping the El Salvadorian government, the U.S. is aiming to help stop the rebellion by the left-wing political groups that it believes are under communist influence.

The U.S. helps El Salvador to fight against communism because if it does not, then El Salvador might "fall," as did Cuba and Nicaragua. Other countries in the area might then become communist in turn until America itself is threatened.

Almost three-quarters of El Salvador's industry is controlled or owned by U.S. firms.

– from *The Great Powers*, 1983

63. Which of the following issues underlies the information in the excerpt?
- A. Should the American government continue its involvement in El Salvador?
 - B. Should the American government continue to trade with communist nations?
 - C. Should the American government support counterrevolutionary action in Nicaragua and Cuba?
 - D. Should the American government be forced to take its dispute with El Salvador to the UN Security Council?
64. The third paragraph **best** illustrates an American belief in
- A. neutrality
 - B. the domino theory
 - C. collective security
 - D. a status quo policy
65. The goals of implementing a non-proliferation treaty, a ban on atmospheric testing, and limitations on the production of weapons-grade fissionable materials are related to efforts at
- A. establishing nuclear-free zones throughout the world
 - B. deploying effective medium-range missiles in Europe
 - C. increasing superpower first-strike capabilities
 - D. reducing Soviet superiority in the arms race
66. "Our nation should unilaterally disarm and use only peaceful means of settling international disputes." This opinion supports the value of
- A. pacifism to encourage world stability
 - B. self-reliance at the risk of isolation
 - C. nationalism to ensure regional security
 - D. internationalism to ensure self-determination

Use the opinions that follows to answer questions 67 to 69.

Speaker I

For anyone genuinely interested in safety and security, stopping the arms race should be the highest priority. Military superiority, in a world of nuclear weapons, has become worse than useless; it is, in fact, totally counterproductive.

– from *The Arms Race*

Speaker II

Wars are not caused by the buildup of weapons. They are caused when an aggressor believes he can achieve his objectives at an acceptable price. The War of 1939 was not caused by an arms race. It sprang from a tyrant's belief that other countries lacked the means and the will to resist him.

– from *Vital Speeches of the Day*

Speaker III

The potential for conflicts causing death, increased arms spending, destruction of resources and property, and shattered economies will remain very real until progress towards arms reduction and limitation is made.

– from *Canada and the World*

Speaker IV

Protection from an enemy nuclear attack is based on the existence of a retaliatory capacity permitting "punishment" of the aggressor so that he will pay for "victory" with his own destruction.

– from *World Press Review*

67. Despite their differing points of view, all the speakers would support the goal of
- A. achieving global stability
 - B. maintaining national unity
 - C. promoting national sovereignty
 - D. enhancing international prosperity
68. If you agreed with **Speaker IV's** position, which action would you **most** favour?
- A. holding summit conferences between the superpowers
 - B. withdrawing support for regional alliances
 - C. ending disputes by appeals to a supranational body
 - D. allocating more money for national security

69. **Speakers I and III** would **both** support a movement towards the
- A. extension of the SALT II agreements by the superpowers
 - B. promotion of the American SDI program by European nations
 - C. buildup of conventional rather than nuclear forces
 - D. establishment of regional defensive alliances
70. The Marshall Plan is to economic assistance as GATT is to
- A. economic nationalism
 - B. collective security
 - C. tariff reduction
 - D. trade boycotts

PART A: RESPONSE PAGE

_____ 1.	_____ 15.	_____ 29.	_____ 43.	_____ 57.
_____ 2.	_____ 16.	_____ 30.	_____ 44.	_____ 58.
_____ 3.	_____ 17.	_____ 31.	_____ 45.	_____ 59.
_____ 4.	_____ 18.	_____ 32.	_____ 46.	_____ 60.
_____ 5.	_____ 19.	_____ 33.	_____ 47.	_____ 61.
_____ 6.	_____ 20.	_____ 34.	_____ 48.	_____ 62.
_____ 7.	_____ 21.	_____ 35.	_____ 49.	_____ 63.
_____ 8.	_____ 22.	_____ 36.	_____ 50.	_____ 64.
_____ 9.	_____ 23.	_____ 37.	_____ 51.	_____ 65.
_____ 10.	_____ 24.	_____ 38.	_____ 52.	_____ 66.
_____ 11.	_____ 25.	_____ 39.	_____ 53.	_____ 67.
_____ 12.	_____ 26.	_____ 40.	_____ 54.	_____ 68.
_____ 13.	_____ 27.	_____ 41.	_____ 55.	_____ 69.
_____ 14.	_____ 28.	_____ 42.	_____ 56.	_____ 70.

Name of Student _____	Student I.D. # _____
Name of School _____	Date _____

Value**PART B: WRITTEN RESPONSE****30**

Suggested time: 80 minutes

The written-response section is an essay assignment worth 30 percent of the total examination mark. Essays for each topic will be marked according to the same criteria.

Choose **one** of the two topics that follow for your essay.

Be sure to indicate your choice of topic.

If you write on both topics, **only** the first will be marked.

Read all parts of the assignment carefully.

Complete your essay in the space provided. There are pages provided for planning, for drafting, and for your finished work.

TOPIC 1

Some people believe that governments should follow a program of comprehensive economic planning. They would have governments set up direct controls to achieve economic goals. Others oppose the idea of government planning. They believe that individuals and businesses should be left to make economic decisions on their own. Still others support a program that would involve some government planning. They would have governments prepare voluntary guidelines and use fiscal and monetary policies to reach economic targets.

In an essay, choose and defend a position on this issue:

TO WHAT EXTENT SHOULD GOVERNMENTS BE INVOLVED IN PLANNING THE ECONOMY?

Suggestion for writing:

Organize your essay in a manner that will best defend your position on the issue. The mark allocation described below is not intended to imply an organizational structure for your essay.

In your essay

- | | |
|-------------------|--|
| (5 marks) | <ul style="list-style-type: none">• define the issue by identifying different points of view and thoughtfully discussing assumptions underlying these points of view |
| (10 marks) | <ul style="list-style-type: none">• take and defend a position on the issue by developing logical and persuasive arguments |
| (10 marks) | <ul style="list-style-type: none">• select and accurately develop relevant examples or case studies as evidence to support your position |
| (5 marks) | <ul style="list-style-type: none">• communicate effectively by using appropriate vocabulary, organization, and correct conventions of language |

TOPIC 2

During the twentieth century, some national governments have chosen to restrict their participation in international relations. They believe in self-sufficiency. By depending on their own resources for security and the advancement of their national interests, they hope to avoid becoming entangled in the affairs of other states. Other nations have taken a more active role in international affairs. They believe their security and national goals, as well as world stability, are better served by pursuing policies of international involvement.

In an essay, choose and defend a position on this issue:

SHOULD NATIONS PURSUE ISOLATIONIST POLICIES?**Suggestion for writing:**

Organize your essay in a manner that will best defend your position on the issue. The mark allocation described below is not intended to imply an organizational structure for your essay.

In your essay

- (5 marks)** • define the issue by identifying different points of view and thoughtfully discussing assumptions underlying these points of view
- (10 marks)** • take and defend a position on the issue by developing logical and persuasive arguments
- (10 marks)** • select and accurately develop relevant examples or case studies as evidence to support your position
- (5 marks)** • communicate effectively by using appropriate vocabulary, organization, and correct conventions of language

PART B: RESPONSE PAGE

I am writing on Topic _____.

This image shows a single sheet of white paper with horizontal blue or grey ruling lines, typical of notebook paper. The lines are evenly spaced and run across the width of the page. There is no handwriting or other markings on the paper.

(There is more room for your answer on the next page.)

Name of Student _____ Student I.D. # _____
Name of School _____ Date _____

(There is more room for your answer on the next page.)

Name of Student _____ Student I.D. # _____

Name of School _____ Date _____

This image shows a single sheet of white paper with horizontal blue or grey ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

Name of Student _____ Student I.D. # _____
Name of School _____ Date _____

TEACHER QUESTIONNAIRE FOR SOCIAL STUDIES 30

This is a course designed in a new distance-learning format, so we are interested in your responses. Your constructive comments will be greatly appreciated so that a future revision may incorporate any necessary improvements.

Teacher's Name _____ Area of Expertise _____

School Name _____ Date _____

Design

1. The modules follow a definite systematic design. Did you find it easy to follow?

☐ Yes ☐ No If no, explain.

2. Did your observations reveal that the students found the design easy to follow?

☐ Yes ☐ No If no, explain.

3. Did you find the Learning Facilitator's Manual helpful?

☐ Yes ☐ No If no, explain.

4. Part of the design involves stating the objectives in student terms. Do you feel this helped the students understand what they were going to learn?

☐ Yes ☐ No If no, explain.

5. The Learning Facilitator's Manual contains Assignment answers and a sample test. Did you find these helpful?

☐ Yes ☐ No If no, explain.

6. Did the Follow-up Activities prove to be helpful?

☐ Yes ☐ No If no, explain.

7. Were students motivated to try these Follow-up Activities?

☐ Yes ☐ No If no, give details.

8. Suggestions for computer and video activities are included in the course. Were your students able to use these activities?

☐ Yes ☐ No Comment on the lines below.

9. Were the assignments appropriate?

☐ Yes ☐ No If no, give details.

10. Did you fax assignments? ☐ Yes ☐ No

11. If you did fax, did you get satisfactory results from using this procedure?

☐ Yes ☐ No If no, give details.

Instruction

1. Did you find the instruction clear?

☐ Yes ☐ No If no, give details.

2. Did your observations reveal that the students found the instruction interesting?

☐ Yes ☐ No If no, give details.

3. Did you find the instruction adequate?

☐ Yes ☐ No If no, give details.

4. Was the reading level appropriate?

☐ Yes ☐ No If no, give details.

5. Was the work load adequate?

☐ Yes ☐ No If no, give details.

6. Was the content accurate and current?

☐ Yes ☐ No If no, give details.

7. Did the content flow consistently and logically?

☐ Yes ☐ No If no, give details.

8. Was the transition between booklets smooth?

☐ Yes ☐ No If no, give details.

9. Was the transition between print and media smooth?

☐ Yes ☐ No If no, give details.

Additional Comments

Thanks for taking the time to complete this survey. Your feedback is important to us.

Fax Number: 674-6686

Instructional Design and Development Unit
Alberta Distance Learning Centre
Box 4000
Barrhead, Alberta
T7N 1P4

Note: Please ensure that each of your students has completed and forwarded a copy of the Course Survey.

